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The activity Image of the World of Work, part of the Occupational Education Program of the Rocky Mountain Educational Laboratory, RMEL, is designed to influence and nurture positive work relevant attitudes of seventh grade pupils as well as to increase pupils' knowledge of occupational information and career alternatives. The workshops designed to help teachers carry out this program are described in this report. Several instruments were used to measure attitude change, first of teachers and later, of their pupils. These instruments and results are thoroughly examined. Extensive data are included. Some of the results of the workshop were: (1) teachers became more favorable to an integrated study approach to occupational education after the workshop, and (2) teachers did not show increased insight into viewing occupational choice in relation to self as a result of the workshop. Exhibitions are given, including those on content, manpower, correspondence, and opinions. (Author/KJ)

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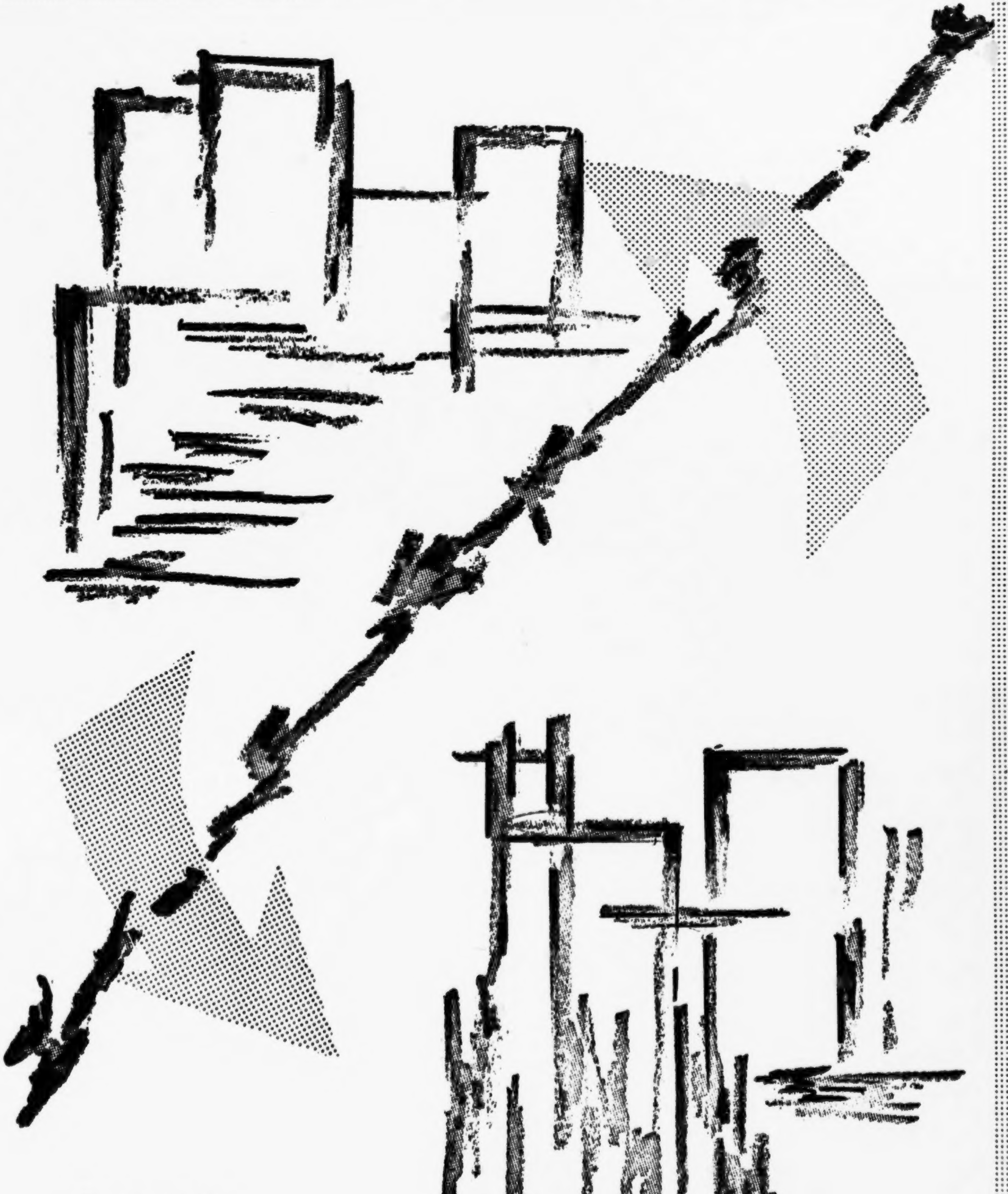

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BETWEEN EDUCATION AND THE WORLD OF WORK

The Image of the World of Work
Teachers Workshop

Rocky Mountain Educational Laboratory

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

This document is the first of several which will explain in detail the nature and success of the pilot study of the Image of the World of Work Activity. This activity is a part of the Occupational Education Program of the Rocky Mountain Educational Laboratory. The activity is designed to influence and nurture positive work relevant attitudes of seventh grade pupils as well as increase pupils' knowledge of occupational information and career alternatives. These objectives were pursued by aiding social studies and language arts teachers in selecting content units appropriate for occupational emphasis, planning strategies of instruction, and executing instructional strategies.

OCCUPATIONAL EDUCATION PROGRAM

IMAGE OF THE WORLD OF WORK

DESCRIPTION AND ANALYSIS OF TEACHER ORIENTATION ACTIVITIES

AUGUST 1968

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THE ROCKY MOUNTAIN EDUCATIONAL LABORATORY

OCCUPATIONAL EDUCATION PROGRAM

Introduction

In June 1967 the Regional Council of the RMEL approved Occupational Education as one of the programs for major development. Following the council meeting, a program planning team for occupational education was identified and called together September 20 to develop priorities and plans for the RMEL Occupational Education Program. The program was sub-divided into three components: the Image of the World of Work, an Occupational Cluster Curriculum, and a Career Planning System. The planning committee gave highest priority for early development to the "Image of the World of Work" component. In its deliberations the council raised and discussed four major questions, namely: (1) what is work? (2) what are the common denominators of employability? (3) how are careers planned? and (4) what are the job relevant factors which should influence school experiences?

The planning team echoed the manpower authorities concern in expressing the need to nurture work relevant attitudes to enhance employability. Questions concerning the feasibility of fostering work relevant attitudes through the regular school program were deliberated at length.

Following the planning session, the RMEL staff reviewed pertinent literature to determine what had been done and what could be done to influence attitudes and affective behavior of pupils. Considerable theory was revealed by this search but there was little evidence of successful demonstrations reported.

In January 1968 the Associate for Program Management, Occupational Education, was employed to guide and coordinate the RMEL efforts in this program. Over several months, in consultation with many experts, a tentative plan was formalized for the "Image of the World of Work" project.

This plan was designed to test the feasibility of influencing the work-relevant attitudes of seventh-grade pupils in the experimental pilot project. Various authorities suggested that this target population was approaching the age when they would be contemplating a career and making personal plans for jobs. It also happens to be a year or more prior to the legal dropout age.

A practical rationale for the selection of the seventh grade as the pilot group was that all seventh graders are required to enroll in social studies and language arts and that a large number of pupils could be influenced by a minimum number of teachers.

It was assumed that the curriculum was broad and encompassing enough to provide tolerance for emphasis on occupations without adding new units or additional loading to the present curriculum. Curriculum authorities indicated that social studies is a study of man's work, use of resources and productivity; that the content of language arts is in a general sense the story of man's work and communications about work. A primary purpose of the language arts and social studies curricula is to help youth understand the world and the social forces with which he lives and to be able to communicate these ideas. One of the important concepts accommodated in both language arts and social studies is productive citizenship. One of the major concerns of citizenship is work--human energy expended over time.

The RMEL informed all the school superintendents in the Rocky Mountain Educational Laboratory's region of the project. Those interested in participating in the year-long experimental project were asked to indicate their willingness to cooperate. To participate the RMEL required a school or school system to have: at least one organized junior high school, a history of regular achievement testing, and a faculty willing to participate. Favorable response was received from 140 school systems meeting the criteria.

The experimental schools were classified as to geography and socio-economic factors, rural or urban setting, school size and state. Eleven junior high schools were selected from the classifications which were broadly representative of the RMEL region. The junior high schools selected represent a range in size from small to large, in locale from isolated to urban and suburban, and in pupil population various concentrations of ethnic and socio-economic groups. Each of the eight states is represented by at least one junior high school.

Eleven control schools, non-participating except in data collection, were selected from the remaining schools whose superintendents had expressed interest in participation. Whenever possible a second school for control purposes was selected from the same school system. In all cases the control school was selected based on common characteristics with the experimental school.

Two position papers were prepared as a result of extensive review of the literature and consultation with authorities from business, industry, higher education, vocational education and government. Position paper I, "Between Education and the World of Work" expresses a rationale and philosophical basis for the RMEL Occupational Education Program. This paper provided the basis for planning strategies and experiences for a series of workshops to prepare participating junior high teachers, principals and counselors to work with the experimental project.

Position paper II presents a work-learning model which was the basis for development of suggested lesson plans, teacher activities and evaluation. The model generalizes two emphases: education and production. The "education emphasis model" has as the primary output certain specified learnings, and as a secondary output, product. The "production emphasis model" has as its primary output a product, with learning as a secondary product. The common process in each model is work. The basis for evaluation of the effectiveness of an educational experience is the comparison between the planned input objectives and the actual outputs--the products and the learning. The models (Figures I and II) are included to help explain the strategies used to plan the teacher workshops and the evaluation design of the project.

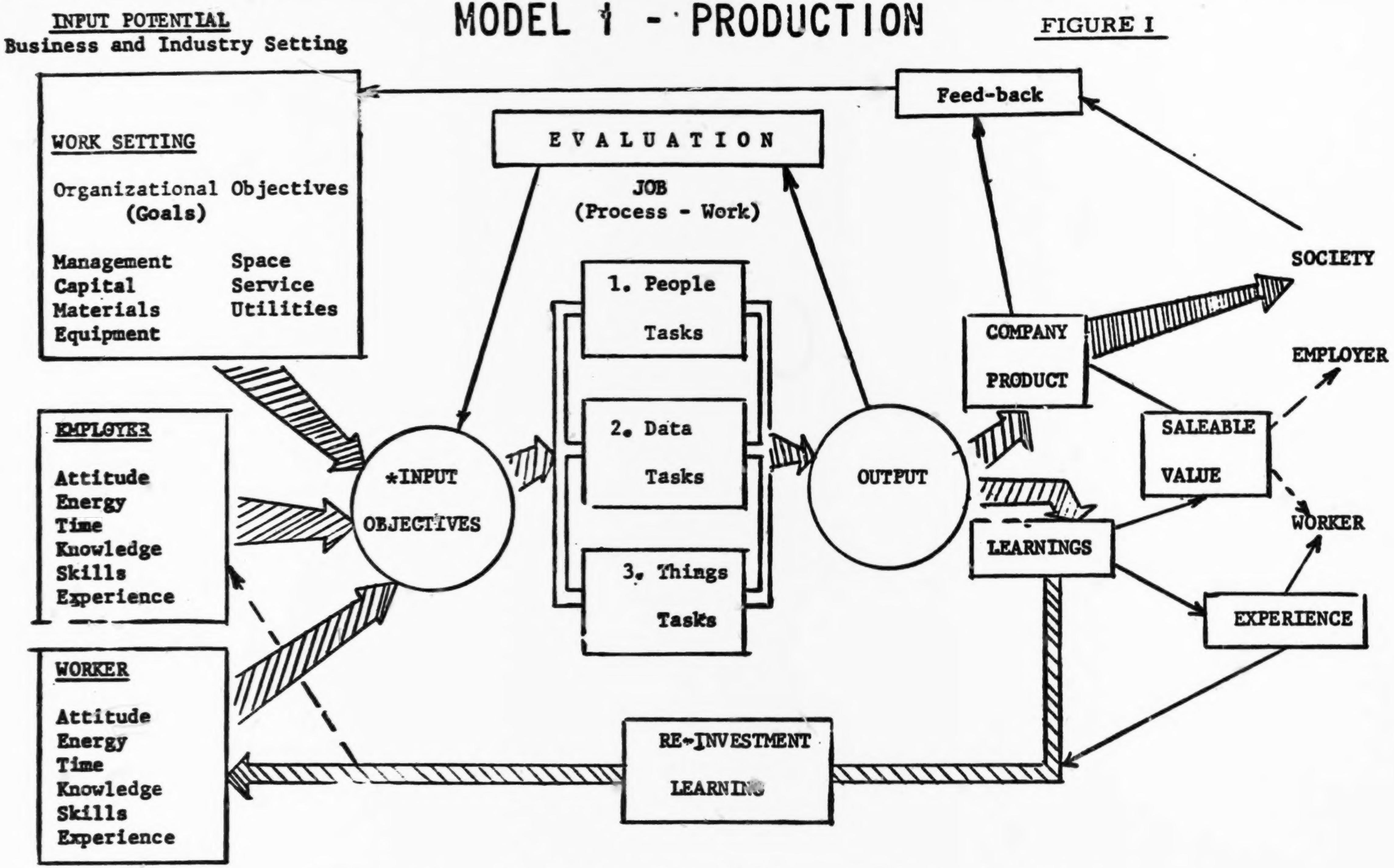
The primary input objective of the "Image of the World of Work" phase of the RMEL Occupational Education Program was to influence work relevant attitudes, concepts and perceptions. These are identified in position paper I.

Personnel of the Human Factors Laboratory of Colorado State University, Fort Collins, Colorado, agreed to cooperate with RMEL to develop assessment instruments to measure the attitude, concept, and perception shifts of the participants in the program in a pre post evaluation design.

In June 1968 the state directors of vocational education, directors of research coordinating units, and directors of special programs in occupational education from the eight-state region were invited to participate in a seminar to react to the RMEL program and to make suggestions for its improvement. These individuals were invited to participate in the workshop sessions planned for junior high school project teachers. Thirteen individuals from this group (exhibit L) were

MODEL 1 - PRODUCTION

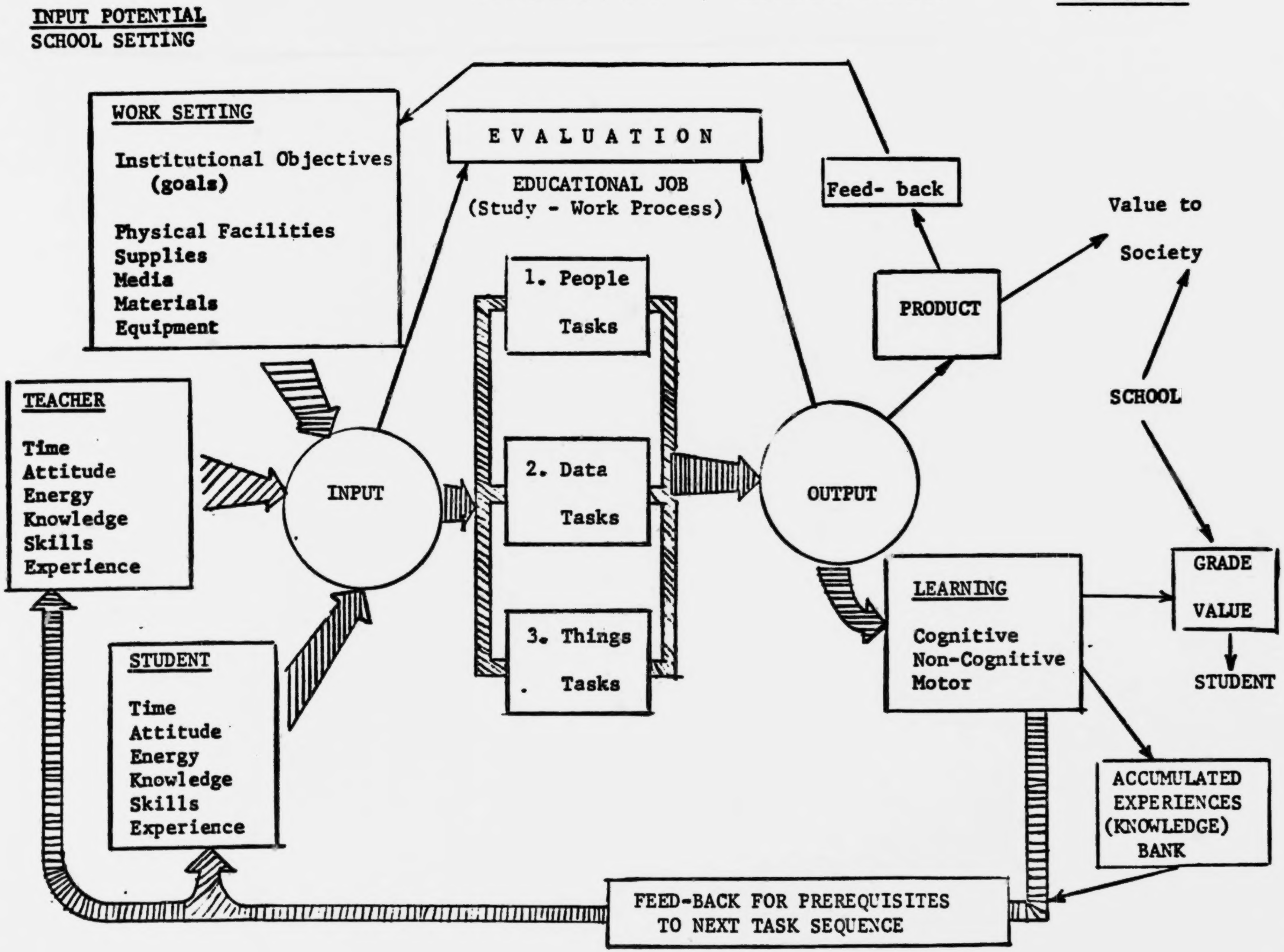
FIGURE I


INPUT POTENTIAL
Business and Industry Setting
WORK SETTING
Organizational Objectives (Goals)
Management
Capital
Materials
Equipment
Space
Service
Utilities
EMPLOYER
Attitude
Energy
Time
Knowledge
Skills
Experience
WORKER
Attitude
Energy
Time
Knowledge
Skills
Experience
*INPUT OBJECTIVES
EVALUATION
JOB
(Process - Work)
1. People Tasks
2. Data Tasks
3. Things Tasks
OUTPUT
Feed-back
COMPANY PRODUCT
LEARNINGS
SALEABLE VALUE
EXPERIENCE
SOCIETY
EMPLOYER
WORKER
RE-INVESTMENT LEARNING

*INPUT OBJECTIVES = (1) Output Specifications (Product and Learning)
(2) Logistics Plan
(3) Evaluative Criteria

MODEL II - EDUCATION

FIGURE II


INPUT POTENTIAL
SCHOOL SETTING
WORK SETTING
Institutional Objectives (goals)
Physical Facilities
Supplies
Media
Materials
Equipment
EVALUATION
EDUCATIONAL JOB
(Study - Work Process)
Feed- back
Value to Society
PRODUCT
SCHOOL
TEACHER
Time
Attitude
Energy
Knowledge
Skills
Experience
INPUT
1. People Tasks
2. Data Tasks
3. Things Tasks
OUTPUT
LEARNING
Cognitive
Non-Cognitive
Motor
GRADE
VALUE
STUDENT
STUDENT
Time
Attitude
Energy
Knowledge
Skills
Experience
ACCUMULATED EXPERIENCES (KNOWLEDGE) BANK
FEED-BACK FOR PREREQUISITES TO NEXT TASK SEQUENCE

*INPUT OBJECTIVES (Lesson Plans) = (1) Output Specifications (Learning and Product)
(2) Logistics (or process) Plan
(3) Evaluation Criteria

identified as RMEL resource consultants and served as project monitors of the participating schools in their respective states.

Personnel from the Social Science Education Consortium (SSEC), University of Colorado, Boulder, Colorado, assisted in planning workshop sessions. RMEL and SSEC also planned and conducted a pre-workshop for resource consultants who were to help conduct the teacher participant workshop, August 14-16. The details of this planning are included in exhibit L.

Dr. Donald Carline, University of Colorado, and Dr. Michael Pasko of Cape Girardeau State College, Missouri, cooperated as authoritative sources in language arts and communications. Dr. Robert Darcy, University of Ohio, Athens, Ohio, served as an authority source in manpower and economics. Dr. Darcy's publication, Manpower and Economic Education: Opportunities in American Economic Life, was used as a text for the resource consultants workshop as well as the teacher's workshop.

The following section, along with the exhibits A through L includes the materials used and reports the events leading up to and including the workshop, August 19-23.

CHANGES IN PUPIL ATTITUDES TOWARD WORK ASSOCIATED WITH SPECIFIC INSTRUCTIONAL PRACTICES OF LANGUAGE ARTS AND SOCIAL STUDIES TEACHERS

The project reported herein is the first of a three-stage research effort being undertaken by the Rocky Mountain Educational Laboratory, Inc., of Greeley, Colorado. The total research effort is described in the monograph Occupational Education, published by the Rocky Mountain Educational Laboratory. The latter two stages of the research effort will involve analyses of occupations as well as the experimental establishment of job coordinating centers in communities throughout the country. The first stage of the research involves assessment of the image of the world of work held by seventh graders and an attempt to change the affective aspects of this image. Specifically, the major purpose of the present project was to determine the relationship between changes in attitudes toward work of seventh grade pupils and specified instructional practices of their social studies or language arts teachers. This stage of the study encompassed four phases as follows:

1. Phase I - Development of Assessment Instruments.
2. Phase II - Changes in Teacher Attitudes Toward Work Associated with Participation in a Workshop.

3. Phase III - Changes in Pupil Attitudes Toward Work Associated with Specified Instructional Practices of their Language Arts and Social Studies Teachers.

4. Phase IV - Changes in Pupil Attitudes Toward Work Associated with Attitudes Held by their Language Arts and Social Studies Teachers.

Phase I

Instrumentation

Prerequisite to the successful conduct of the present project was the construction of several types of instruments to be used in assessing attitudes and attitude change. In general, the instruments to be constructed (or selected) were of two types: instruments designed for use with teachers, and instruments designed for use with students. In addition, it was assumed that the instruments should represent a variety of formats so as to avoid boredom or constant mental set on the part of the examinees.

Although instruments were developed for both teachers and pupils as individual groups, it should be noted at this point that the teachers in the experiment responded to the pupils' instruments as well as to the instruments designed for them. The instruments were constructed or selected to fit into following research design:

1. administration of teacher and pupil instruments to an experimental group of teachers and a control group of participants in a one-week workshop;

2. administration of the same instruments to the experimental teachers at the completion of the workshop;

3. administration of the pupil instruments near the beginning of the academic year to pupils of the teachers who had participated in the workshop as well as to a control group of people;

4. administration of the teacher and pupil instruments to all teachers approximately two-thirds of the way through the academic year and again at the end of the year; and

5. administration of the pupil instruments to both experiment and control pupils at the end of the academic year.

Specific refinements and variations in the basic design will be discussed in later sections of this report.

Teacher Instruments

The following instruments were designed primarily for use with the teachers involved in the project:

1. Opinion survey on the presentation of occupational information - Inasmuch as the workshop in which the experimental teachers were to participate prior to the experimental year was designed to assist teachers to capitalize upon the subject matter content of language arts and social studies in presenting occupational information, the first instrument constructed was designed to assess reaction of language arts and social studies teachers to the concept of integrating occupational information into subject matter content. Demonstration projects have shown the appropriateness of several different ways of presenting occupational information to

junior high school pupils. It was therefore decided to use the teachers' reactions to integrated study in relation to other approaches as a basis for assessing attitudes toward the integrated study concept. Six approaches to presenting occupational information were identified from current literature in the field of guidance and counseling. These were: career day, occupations course, occupations library, integrated study, psychological tests, and occupational firm assemblies. Of these six approaches, only one, integrated study, can be thought of as representative of the experimental approach to be used in the project. In its initial form, the opinion survey on the presentation of occupational information required examinees to scale the six approaches according to a paired-comparison technique. This particular paired comparison technique is shown in table 1.* After an initial trial using this method it was abandoned as being unnecessarily involved and the simpler approach of asking the teachers was adopted. The instrument in this format is shown in exhibit A. In scoring the instrument it was assumed that the average rank assigned to each approach by a group in question would provide a meaningful basis for interpretation. It was further assumed that the approach "integrated study" would shift upward in ranks as teachers became more favorable toward this approach. In a preliminary trial of this instrument with junior high school teachers before and after hearing about the project reported herein, the approach "integrated study" changed in rank from 2.9 to 1.3. This shift was interpreted as indicating that the ranking procedure was sufficiently sensitive to reflect change in opinion about various ways to present occupational information.

2. Relative importance of educational objectives - Since the teachers participating in the experiment were language arts and social studies teachers, it was assumed that they had had training exposing them to broad educational objectives without particular attention having been given to objectives related to occupational education. To determine how important the social studies and language arts teachers in the experiment considered occupational objectives, it was

*All tables referred to appear in Phase II.

decided to ask them to rank such objectives within a list of many broad educational subjects related to other areas. On the basis of literature related to educational philosophy and occupational information, twelve broad objectives were designated for use in this instrument. These objectives were edited and reviewed by serveral school administrators and professors. The twelve objectives in their final form are shown in the instrument in exhibit B. Careful examination of the twelve objectives indicates that three of them are clearly identified with occupational choice. These three are number 3, "broad knowledge of the world of work;" number 7, "sound basis for choosing an occupation;" and number 12, "accurate knowledge of self." It was assumed that regardless of the relative importance attached to these three objectives prior to learning about the project, the relative ranking of the three objectives would move upward as favorable reaction to the project developed. This instrument was given a trial administration prior to its use in the project. When the instrument was administered to 27 Rocky Mountain Educational Laboratory council members before and after hearing about the project, ranks assigned the objectives were as follows: "Broad knowledge of the world of work" was assigned a rank of 6 prior to hearing about the project and a rank of 3 after hearing about the project. "Sound basis for choosing an occupation" was assigned a rank of 8 before hearing about the project and a rank of 5 after hearing about the project. "Accurate knowledge of self" was assigned a rank of 5 prior to hearing about the project and a rank of 4 after hearing about the project. The rank order coefficient of correlation between the pre- and post- administration of the instrument was .83 for the twelve objectives. When the educational objectives instrument was administered to 58 junior high school teachers prior to hearing about the project and after hearing about the project, changes in the three key objectives were as follows: "Broad knowledge of the world of work" ranked 9 in the first administration and 4 in the second administration. "Sound basis for choosing an occupation" ranked 8 in the first administration and 6 in the second administration. "Accurate knowledge of self" ranked first in both administration. Rank order correlation for the two administrations was .83. Complete results of this administration are shown in table 2. On the basis of this administration, it was concluded that the relative importance of educational objectives instrument was capable of reflecting shift in opinion about educational objectives related to occupations.

3. Importance of questions about occupations - To assess the extent to which teachers participating in the workshop grasped concepts associated with modern theories of vocational choice, two parallel instruments were designed.

   One of these instruments related to concepts of occupation and the other related to concepts of self. The format used for both of these instruments was that of presenting lists of questions to the examinees and asking them to categorize the questions according to relative importance, using a Q-Sort technique. The fourteen questions as they appeared in the final form of the importance of questions about occupations are shown in exhibit C.

   Careful examination of these questions reveals that several relate to outmoded concepts of vocational choice and others relate to current theories. For example, questions about salary, working hours, vacation and location are considered archaic to current occupational choice theories, whereas questions related to discretionary decisions, involvement with the finished product, pressure and deadlines on the job, association with people in the work situation, and the content of the work as it relates to people, data or things are emphasized in current vocational choice.

   Inasmuch as the Q-Sort technique involves assigning values of 4, 3, 2, 1, and 0 to the various levels of importance of the factors being evaluated, it was assumed that changes in the understanding of new concepts of vocational choice would be associated with shifts toward large numbers. Specifically, it was assumed that items numbered 2, 5, 10, 12 and 14 would be associated with larger numbers after a workshop experience than before.

   It should be emphasized that construction of this instrument assumes exposure to both new as well as outmoded concepts of vocational choice. Absence of this exposure will result in comparable values both before and after a workshop.

4. Importance of questions about self - The instrument "Importance of questions about self" was designed to parallel the instrument "The importance of questions about occupations." This instrument was set up with an identical format to the foregoing instrument, but the questions listed for evaluation were considered to be more difficult to discriminate among than the questions related to occupations. This instrument is shown as exhibit D. Examination of the questions reveals that number 1, 3, 5, 6, 8, 10, 11 and 13 are illustrative of modern occupational choice theory in contract to the remaining questions. As indicated, however, the remaining questions were considered to be relatively "close" to the key questions. As in the case of the foregoing instrument, lack of familiarity with newer concepts of vocational choice will result in a nearly random distribution of all items across the Q-Sort categories.

5. Crites vocational maturity scale - A review of the literature revealed that Crites from the University of Iowa had developed and validated a vocational maturity scale for junior high students. This instrument was revised for adults by Sheppard as shown in exhibit E. Rationale for administering this instrument was that it would provide an indication of the personal vocational maturity of each teacher and that this could be related to change in the scores of pupils involved in the experiment.

Summary

It was anticipated that the four instruments described in this section would be administered to the experimental teachers at the beginning and again at the end of the workshop which preceded the experimental year. It was also anticipated that the experimental teachers would respond to several of the instruments to be used to measure change in attitudes of their pupils who would participate in the project during academic year 1968-69. It was anticipated when the foregoing instruments were constructed that other instruments might be appropriate for administration at other periods during the experimental year. These instruments will be described later.

Pupil Instruments

As was noted previously, it was anticipated that the teachers would be asked to respond to many of the instruments constructed especially for pupils. As each instrument is described, its use with teachers will be indicated.

1. Opinions about work - Central to the project reported herein was the concept that seventh grade pupils would shift their attitudes toward being favorable to work as the result of exposure to certain instructional practices. The kinds of attitudes which pupils were expected to display following exposure to designated practices were defined in an outline prepared by the Rocky Mountain Educational Laboratory early in 1968. This outline reveals that the attitudes described are those toward which pupils were expected to change.

   Using the outline as a guide, and correlating its contents with a literature review, more than 200 statements representing opinions about work were formulated. These statements sampled the outline in considerable depth and reflected varying attitudes toward work. To determine the degree of ambiguity of each statement and its strength, the statements were duplicated in Thurstone format and submitted to 50 judges for sorting. The format employed for this purpose is shown in table 3. The item weights and indices of ambiguity for each of the statements are shown in table 4. The weight represents the median of the scale values assigned to the item in the judging process and the index of ambiguity represents the difference between the 75th and 25th percentiles of the scale value distribution. It will be noted that the items in table 5 are arranged in order of favorability toward work, the least favorable items appearing first. On the basis of the analysis of the judges' evaluation, 55 items for final use in Likert format were selected as shown in exhibit G. Since the items had been scaled by the judges, the favorable end of the response continuum was known and a key for this instrument was constructed accordingly. It was assumed that change toward increased favorability about work would be reflected in a score of increasing magnitude.

To assess the teachers' attitudes toward work as well as to familiarize them with the instrument, it was administered to them before and after the workshop.

2. Survey of Manpower and Economic Attitudes - A survey of the literature revealed that Darcy and Powell of Ohio University had constructed an instrument to reflect attitudes toward work of eighth grade students. Inspection of this instrument revealed that 25 statements from the survey closely paralleled the content outline for the present project. In addition, it was noted that pre and post experimental treatment responses for individual items were available. The 25 pertinent items were assembled and reproduced as shown in exhibit H. It was anticipated that no effort would be made to sum the responses to the 25 items as a total score, but that responses to each item would be tabulated individually. This instrument was also administered to the teachers.

3. Work Cases - To assess the extent to which exposure to specified values and attitudes about work would change attitudes of pupils to more nearly resemble those held by employers, the work cases instrument shown as exhibit I was constructed. In constructing this instrument, actual situations were used as stimulii to which examinees were to respond. It was felt that choosing a specific alternative action for each situation would more nearly parallel an actual situation than a simple agree-disagree response to a statement. Thus, the instrument was designed to reflect attitudes paralleling those of employers and to involve specific situations.

To construct a key for the work cases instrument, it was mailed to 60 personnel managers employed by large firms. These individuals were asked to respond to the instrument according to the way their employer would prefer responses be given. (Fifty managers returned the questionnaire.) In other words, the key for this instrument was to be empirically derived. The percentage of the 50 personnel managers who chose each alternative response to all items is shown in table 6. Item weights for each alternative were derived by selecting the left-hand digit of each percentage of responses for each alternative. For example, if 15 per cent chose an alternative, the weight "1" was assigned to this alternative. If the percentage of responses was 78 per cent, "7" became the weight.

To test the sensitivity of the instrument it was administered to the teachers.

Summary

The batteries of instruments administered to the pupils in the projects reported herein consisted of: (1) Opinions about Work, (2) Work Cases, and (3) Survey of Manpower and Economic Attitudes.

Phase II

Changes in Teacher Attitudes Toward Work Associated with Participation in a Workshop

In the second phase of the project reported herein, approximately 60 language arts and social studies teachers practicipated in a one-week workshop to learn the skills necessary to integrate occupational education into their subject matter presentation and to define the pupil attitudes toward work to be strengthened through their courses. Since the experimental teachers were to take the scales both at the start of the workshop and again at the close of the workshop, a design was identified which would assess the pre test sensitization which might occur as the result of two administrations so close together. The design was as follows:

Group A	Pre test	Workshop	Post-test
Group B		Workshop	Post-test only
Group C	- - - - Control Group of Teachers - - - -		

From this design (essentially a Solomon design) such influences as recall of items, pre test sensitization, set, and regression can be identified. Results are presented in the same order as the instruments were discussed in the foregoing section.

Opinion Survey on the Presentation of Occupation Information

In Table 1 are shown the results of the two administrations of the opinion survey on the presentation of occupational information to the workshop participants. From Table 1 it can be seen that the approach "Integrated Study" was ranked first at the start of the workshop and again at the close of the workshop by all groups. Apparently favorable attitudes toward this approach had already been generated prior to the workshop. This is

Table 1

Mean Ranks Assigned Six Approaches to Presenting Occupational Information

Approach	Pre (N=32)		Post (N=31)		Post Only (N=31)	
	Rank	Mean Rank	Rank	Mean Rank	Rank	Mean Rank
Career Day	6	4.75	6	4.90	6	4.68
Occupations Course	2	2.94	2	3.10	2	3.25
Occupational Library	5	4.01	4	3.94	5	4.00
Integrated Study	1	1.94	1	1.45	1	1.32
Psychological Testing	4	3.69	3	3.71	4	3.94
Occupational Film Assemblies	3	3.53	5	3.97	3	3.81

Rho = .979

understandable since the teachers knew that they would be studying this approach in the workshop and were attending the workshop to learn more about it. The workshop did enhance the favorable attitudes toward this approach, however, as evidenced by the increase in mean rank assigned to the approach (change from 1.94 to 1.45). The post only group completed the workshop with even more favorable reactions (mean rank = 1.32), suggesting that there may have been slight influence from pre test sensitization for the group taking the scale twice in a one-week period. From these data it is concluded that although the teachers in the workshop were already favorable toward the integrated study approach prior to the workshop participation in the workshop enhanced the already favorable attitudes.

Relative importance of Educational Objectives

The ranks assigned the twelve educational objectives by the experimental group teachers are shown in Table 2.

Table 2

Relative Importance of Educational Objectives

Objective	Pre (32)	Post (31)	Post Only (31)
Responsible citizenship	1	3	2
Accurate knowledge of self	2	1	1
Effective oral and written communication	3	2	3
Sound basis for choosing an occupation	4	5	5
Broad knowledge of the world of work	5	4	6
Understanding of the decision making process	6	7	4
Appreciation of democracy as a form of government	7	9	7
Preparation for family living	8	8	8
Adequate knowledge of physical and mental health	9	6	9
Subject matter mastery	10	10	10
Constructive use of leisure time	11	12	11
Appreciation of good music and literature	12	11	12

Pre - Post	.91
Pre - Post Only	.97
Post-Post Only	.89

Inspection of this table indicates that ranking two of the three "key" objectives" "accurate knowledge of self," "broad knowledge of the world of work," and "sound basis for choosing an occupation" changed in the predicted direction. That reaction to the item "sound basis for choosing an occupation" did not change in the predicted direction suggests that this topic may not have been emphasized in the workshop as much as the other two. Nevertheless, all three items received high ranks, especially in view of the subject matter orientation of the teachers. Obviously these teachers feel that occupational education involves an important educational objective and that reaching this objective should have significant "pay off" for society.

Importance of Questions About Occupations

Both the "questions about Occupations" scale and the "questions about self" scale were designed to reflect change in understanding of modern concepts of occupational choice. Both scales require close discriminations related to choice and considerable knowledge of choice theory.

In Table 3 are shown the mean Q-sort values assigned to the fourteen questions about occupations. Inspection of this table reveals that four of the five "key" items changed in the predicted direction as follows:

Table 3

Responses to Importance of Questions About Occupations

	MEAN RANK		
	Pre	Post	Post Only
1. What special training do I need for this field?	3.81	3.74	3.65
2. Do people work alone or in groups in this occupation?	2.25	2.29	2.26
3. What starting salary can I expect?	2.25	1.79	1.87
4. Is this work especially dangerous?	1.32	1.26	3.26
5. Does this occupation involve working with people, with data, or with things?	3.13	3.19	3.26
6. Is the work done in pleasant surroundings?	2.19	2.13	2.03
7. How long are the working hours?	1.34	1.23	1.39
8. What is the highest salary people can make in this occupation?	2.19	1.55	1.68
9. Is special equipment involved for this occupation?	1.00	1.42	1.52
10. Is there much freedom for decision making in this work?	2.56	3.10	2.90
11. How much vacation time does the occupation provide?	.63	.65	.68
12. Does this work involve lots of pressure or deadlines?	2.25	2.37	1.84
13. In what part of the country would the work be?	1.25	1.55	1.45
14. Are people in this work closely involved with a finished product or a direct service?	1.81	2.06	2.10

Apparently understanding of some concepts related to modern theory of occupational choice did increase, but the understanding of pressure and deadlines as related to working situations was not made clear to these teachers. From these data it is apparent that participation in the workshop was associated with increase in understanding of viewing occupations by the teachers, but not completely so, otherwise such items as "how long are the working hours" and "how long is the vacation period" would have become less important to the teachers.

Importance of Questions about Self.

Results from administering the questionnaire "Importance of Questions About Self" are shown in Table 4.

Table 4
Responses to Importance of Questions About Self

	MEAN RANK		
	Pre	Post	Post Only
1. Do I like to work under pressure and meet deadlines?	2.0	2.03	2.07
2. What are my special aptitudes?	3.68	3.81	3.63
3. Do I prefer to work alone?	1.84	1.77	1.63
4. What is my general ability level?	3.00	3.19	2.93
5. Do I like to work at my own pace without much pressure?	1.90	1.81	2.20
6. Do I like work where someone else makes most of the decisions?	1.87	1.68	1.63
7. What kind of salary should I seek?	1.77	1.84	1.32
8. Do I prefer to work closely with other people?	2.10	2.42	2.20
9. Can I stand a long training program?	1.06	.97	1.13
10. Do I like work which requires that I follow rules made by others?	1.06	1.55	1.30
11. Does it bother me not to be able to see a finished product from my work?	1.68	1.77	1.63
12. How rapidly do I learn?	1.68	1.77	2.17
13. Do I prefer to make my own decisions in my work?	2.40	2.20	2.60
14. How interested am I in science, social science or clerical activity?	1.45	1.42	1.50

From this table it can be seen that there was an almost even split between items changing in the predicted direction and those changing in the opposite direction. These results suggest that the experimental teachers lack understanding of viewing occupational choice in relation to self. This topic was apparently not stressed in the workshop. To the extent that such an outcome is essential to the conduct of the experiment, additional exposure to this concept will be necessary.

Crites Vocational Maturity Scale

The Crites Vocational Maturity Scale was administered to the experimental teachers to determine the degree of vocational maturity reflected by the teachers at the start of the project. Using the 1, 0 weighting scheme as developed by Sheppard, the pre, post and post only group means were as follows:

Pre test (N-31)	Post-test (N-31)	Post Only (N-31)
49.19	49.06	47.68

As would be expected for an instrument designed to measure relatively stable characteristics, no significant differences between pre and post workshop scores were noted. In fact, the comparability of the three sets of scores supports the use of this instrument as a basis for classifying the teachers for purposes of subsequent analyses.

Work Cases

The work cases instrument was designed to reflect agreement on the part of subjects with the point of view represented by large employers. The items were classified according to attitude represented as follows:

Case I - Pride in accomplishment
Case II - Responsibility - dependability, loyalty to employer
Case III - Appreciation for quality
Case IV - Loyalty, responsibility and dependability
Case V - Loyalty, responsibility and dependability
Case VI - Appreciation for quality
Case VII - Loyalty
Case VIII - Life aspirations
Case IX - Personal satisfaction
Case X - Personal satisfaction

Responses to the items and shift in response are reflected in Table 5. Here it can be seen that the shifts were minor, although slight shifting did occur on items related to loyalty to employer. Total raw scores on the work cases instrument were as follows:

Pre test 46.93 Post-test 47.19 Post Only 49.38

Some pre test sensitization may have been present in the instrument as reflected by the difference in mean scores of the post-test only

Table 5
Reaction to Work Cases

	Key	%	(Wt)	Pre-test (N=31)		Post-test(N=30)		Post Only(N=31)	
				Raw Sc.	%	Raw Sc.	%	Raw Sc.	%
1	a	(36)	(3)	2	6	1	3	8	26
	b	(36)	(3)	26	84	26	87	16	51
	c	(28)	(2)	3	10	3	10	7	23
	d	(0)	(0)	0	0	0	0	0	0
2	a	(14)	(1)	8	26	3	10	9	20
	b	(8)	(0)	1	3	3	10	0	0
	c	(78)	(7)	22	71	24	80	22	71
	d	(0)	(0)	0	0	0	0	0	0
3	a	(18)	(1)	1	3	1	3	7	23
	b	(70)	(7)	19	61	16	53	15	48
	c	(0)	(0)	0	0	0	0	0	0
	d	(12)	(1)	11	36	13	47	9	29
4	a	(54)	(5)	5	16	5	17	9	29
	b	(16)	(1)	8	26	6	20	5	16
	c	(24)	(2)	10	32	10	33	10	39
	d	(16)	(1)	8	26	9	30	5	16
5	a	(54)	(5)	28	90	27	90	29	93
	b	(16)	(1)	3	10	3	10	2	7
	c	(24)	(2)	0	0	0	0	0	0
	d	(16)	(1)	0	0	0	0	0	0
6	a	(4)	(0)	0	0	0	0	1	3
	b	(80)	(8)	25	80	25	83	28	90
	c	(0)	(0)	3	10	2	7	0	0
	d	(16)	(1)	3	10	3	10	2	7
7	a	(44)	(4)	15	48	15	50	15	48
	b	(0)	(0)	1	3	1	3	0	0
	c	(14)	(1)	3	10	5	17	6	20
	d	(42)	(4)	12	39	9	30	10	32
8	a	(66)	(6)	13	42	12	40	24	77
	b	(10)	(1)	12	39	8	27	3	10
	c	(24)	(2)	6	19	10	33	3	10
	d	(0)	(0)	0	0	0	0	1	3
9	a	(56)	(5)	24	77	27	90	17	54
	b	(14)	(1)	0	0	0	0	2	7
	c	(30)	(3)	7	23	3	10	11	36
	d	(0)	(0)	0	0	0	0	1	3
10	a	(4)	(0)	0	0	0	0	2	7
	b	(96)	(9)	28	90	29	97	27	86
	c	(0)	(0)	2	7	1	3	2	7
	d	(0)	(0)	1	3	0	0	0	0

group and the other two sets of scores. Suffice it to say, the one week workshop experience was not associated with a significant shift toward attitudes advocated by large employers.

Manpower Attitudes

A change in the following items would be expected to follow an effective workshop:

3. Actually, whatever success I have in my work career depends pretty much on factors beyond my control.

6. If someone gave me all the money I needed, I'd never go to work.

7. I wouldn't care what my job was like, as long as the pay was high.

8. All honest work is worthwhile, and therefore all workers deserve respect.

9. Work is a necessary evil.

14. The only reason most people work is for the money.

16. Luck will play an important role in determining whether I get a good job.

20. People who really want to work can always find a job.

23. Young people need a lot more help in finding jobs than they are getting now.

25. Industry should hire high school graduates rather than dropouts.

We would hope for a higher mean score for these items on the post-test. The means of these items on the pre test, the post-test, and the post only test are reported below:

Item	Pre Test X	Post-Test X	Post Only X
3	3.312	3.000	3.387
6	3.250	3.323	3.452
7	3.500	3.258	3.617
8	3.406	3.580	3.419
9	3.156	3.161	3.613
14	2.687	2.677	2.774
16	3.806	2.839	2.710
20	2.406	2.258	2.710
23	3.000	2.968	3.129
25	2.000	1.903	1.710

Item 9: Work is a necessary evil.

	SA	A	N	D	SD*
RMEL pre test	3.1	9.8	3.1	37.5	46.9
8th grade pre test	7.5	13.6	12.9	26.2	40.0
RMEL post-test	3.3	6.5	0	51.6	38.7
8th grade post-test	8.4	14.8	14.8	28.7	33.6
RMEL post-test only	0	3.2	3.2	22.6	70.9

Item 14: The only reason most people work is for the money.

	SA	A	N	D	SD*
RMEL pre test	3.1	6.3	12.5	25.0	3.1
8th grade pre test	24.4	41.7	7.1	19.5	7.3
RMEL post-test	0	16.1	9.7	67.7	9.7
8th grade post-test	16.8	39.0	9.9	25.0	9.2
RMEL post-test only	0	12.9	12.9	58.1	16.1

Item 16: Luck will play an important role in determining whether I get a good job.

	SA	A	N	D	SD*
RMEL pre test	3.1	3.1	3.1	81.3	9.8
8th grade pre test	4.6	13.7	7.2	38.6	36.0
RMEL post-test	3.2	3.2	12.2	67.7	12.9
8th grade post-test	5.0	13.7	10.5	41.7	29.1
RMEL post-test only	0	16.1	12.9	54.8	16.1

Item 20: People who really want to work can always find a job.

	SA	A	N	D	SD*
RMEL pre test	12.5	50.0	6.25	28.1	3.1
8th grade pre test	26.9	35.1	7.0	22.9	8.0
RMEL post-test	9.7	41.9	16.1	29.0	3.2
8th grade post-test	22.5	34.1	7.0	28.3	8.2
RMEL post-test only	22.6	41.9	9.7	25.8	0

Item 23: Young people need a lot more help in finding jobs than they are getting now.

	SA*	A	N	D	SD
RMEL pre test	28.1	53.1	9.75	9.75	0
8th grade pre test	19.6	44.1	15.6	17.7	3.1
RMEL post-test	12.9	74.2	9.7	3.2	0
8th grade post-test	14.6	45.5	19.1	18.4	2.4
RMEL post-test only	29.0	54.8	16.1	0	0

Item 25: Industry should hire high school graduates rather than dropouts.

	SA	A	N	D	SD
RMEL pre test	0	37.5	28.1	31.3	3.1
8th grade pre test	34.6	36.0	18.2	13.3	3.3
RMEL post-test	0	32.3	25.8	41.9	0
8th grade post-test	31.1	40.6	16.9	9.9	1.6
RMEL post-test only	0	25.8	25.8	41.9	6.5

Item 3 is concerned with awareness of occupational alternatives and life aspirations. No significant change in this concept is evidenced from the pre to post-test. The RMEL workshop teachers, as a whole, however, scored significantly higher on this item than the 8th grade students.

Item 6 deals with desire to work. A slight change in the desired direction is evidenced. This may be due to an insufficient ceiling since the scores on the item were high initially. Again the workshop teachers scored higher than the 8th grade students.

Item 7 covers appreciation for quality, personal satisfactions, dignity of work well done and pride in accomplishment. This item was scored slightly lower on the post-test and slightly higher on the post only test. The initial scoring on the pre test was quite high (average score - between SA and A). Again there was an insufficient ceiling. The workshop teachers scored higher and showed less variability than the 8th graders.

Item 8 taps dignity of work well done, and desire to work. Little change in the wording of this item occurred from pre to post-test. The item was scored very high on the pre test. The 8th grade students also scored this item high but showed more variability than the workshop teachers.

Item 9 also measures desire to work and life aspirations. There was no change from pre to post-test, perhaps because of a pre test set which caused reluctance to change answers. The post only group scored significantly higher than the pre test group. The 8th grade students scored much lower than the teachers with much more variability.

Item 14 measures desire to work, dignity of work well done and pride in accomplishment. There was a slight increase in the scoring of this item. Since the item deals with perception of others and not personal goals, however, it may not be directly related to the effectiveness of the workshop. The 8th graders scored this item significantly lower than the teachers.

Item 16 deals with life aspirations. This item was scored lower by the post-test and post only group. Perhaps this concept was not stressed adequately in the workshop. This item was scored similarly by the 8th grade students.

Item 20 measures desire to work and life aspirations. There was little change from pre to post-test in the scoring of this item. Since the 8th graders scored this item higher than the teacher, it might again be concluded that the concept, life aspirations, was not brought out in the workshop.

Item 23 also deals with life aspirations and was one of the main points of the workshops. There was little change in the scoring of this item. The teacher scored higher on this item than the eighth graders also the former showed wide variability.

Item 25 again is mainly concerned with life aspirations. The scoring of this item decreased from pre to post and post only tests. The eighth grade students scored significantly higher on this item.

The workshop teachers' responses to remaining items of test as compared to the 8th grade students are listed in the following tables. In most cases the teachers scored higher initially and showed less variability than the students. The appropriate ends of the continuum are starred.

Item 1: A good reason for quitting a job is that you don't like the people you work with.

	SA	A	N	D	SD*
RMEL pre test	3.13	46.88	9.95	37.50	3.13
8th grade pre test	4.7	12.7	6.4	37.1	39.0
RMEL post-test	3.2	38.7	6.5	45.2	6.5
8th grade post test	9.6	26.6	8.2	31.6	24.0
RMEL post test only	9.7	38.7	3.2	35.5	12.9

Item 2: A married worker with a family should be paid more than a single worker even if both do exactly the same job.

	SA	A	N	D	SD*
RMEL pre test	0	3.1	3.1	56.3	37.5
8th grade pre test	7.9	11.1	5.1	39.0	34.9
RMEL post-test	0	0	3.2	61.3	35.5
8th grade post-test	6.6	9.2	7.6	36.8	39.8
RMEL post test only	0	3.23	0	38.7	58.1

Item 4: If a person plans his education and training carefully, he is almost sure to succeed in his job career.

	SA	A	N	D	SD*
RMEL pre test	12.5	53.1	12.5	21.9	0
8th grade pre test	45.6	38.2	3.6	10.2	2.4
RMEL post-test	0	6.5	9.7	61.3	22.4
8th grade post-test	37.1	47.7	4.6	9.8	.9
RMEL post test only	19.4	29.1	16.1	35.5	0

Item 5: Most employers are sincerely interested in the welfare of their workers.

	SA	A	N	D	SD*
RMEL pre test	6.2	75.0	9.8	9.8	0
8th grade pre test	16.3	53.0	13.7	14.9	2.0
RMEL post-test	3.2	80.7	9.7	0	3.2
8th grade post-test	12.8	53.8	17.1	13.5	2.8
RMEL post test only	19.4	51.6	16.1	12.9	0

Item 10: Most American workers are paid just about what they deserve.

	SA	A	N	D	SD*
RMEL pre test	0	3.1	21.9	68.8	6.3
8th grade pre test	14.5	37.5	7.2	25.9	15.0
RMEL post-test	0	16.1	22.6	54.8	6.5
8th grade post-test	10.9	45.0	11.4	20.7	12.0
RMEL post test only	0	12.9	19.4	38.7	29.0

Item 11: It's too early to start thinking about my life's work.

	SA	A	N	D	SD*
RMEL pre test	0	0	9.8	46.9	43.8
8th grade pre test	3.4	6.5	2.6	30.4	57.1
RMEL post-test	0	0	0	45.2	54.8
8th grade post-test	4.8	4.8	3.6	29.6	57.1
RMEL post test only	0	0	3.2	32.3	64.5

Item 12: It will be hard for me to find a good job.

	SA	A	N	D	SD*
RMEL pre test	0	0	9.8	75.0	15.6
8th grade pre test	4.8	11.8	17.4	45.3	20.7
RMEL post-test	0	0	0	77.4	22.6
8th grade post-test	4.3	18.4	25.1	36.0	16.2
RMEL post test only	0	6.5	0	48.4	45.2

Item 13: Most people who are unemployed are shiftless and lazy.

	SA	A	N	D	SD*
RMEL pre test	0	37.5	9.8	37.5	15.6
8th grade pre test	16.1	27.0	8.5	29.4	19.0
RMEL post-test	0	22.6	12.9	41.9	22.6
8th grade post-test	13.7	19.0	10.3	35.1	22.0
RMEL post test only	3.2	9.7	12.9	51.6	22.6

Item 15: "Taking it easy" on the job is all right as long as you don't get caught by the boss.

	SA	A	N	D	SD*
RMEL pre test	0	3.1	3.1	40.6	56.3
8th grade pre test	4.1	10.2	6.1	29.8	49.8
RMEL post-test	0	0	3.2	58.1	38.7
8th grade post-test	2.5	10.9	7.3	36.5	42.8
RMEL post test only	0	0	3.2	29.0	67.7

Item 17: Men ought to get higher pay than women even if both do exactly the same work.

	SA	A	N	D	SD*
RMEL pre test	0	3.1	6.3	56.3	34.3
8th grade pre test	6.0	8.2	5.6	28.0	35.2
RMEL post-test	0	3.2	3.2	64.5	29.0
8th grade post-test	4.1	6.6	7.8	25.7	55.8
RMEL post test only	0	0	0	25.8	74.2

Item 19: Married women with children under 15 should not hold a job.

	SA	A	N	D	SD*
RMEL pre test	3.1	18.8	18.8	53.1	6.3
8th grade pre test	20.4	23.0	9.1	28.0	19.6
RMEL post-test	6.5	12.9	22.6	48.4	9.7
8th grade post-test	15.7	22.5	13.8	52.7	15.2
RMEL post test only	0	25.8	16.1	35.5	22.6

Item 21: A worker who is a college graduate ought to be paid at least twice as much as a high school graduate.

	SA	A	N	D	SD*
RMEL pre test	6.25	9.8	21.9	62.5	0
8th grade pre test	10.9	22.8	13.8	34.9	17.5
RMEL post-test	0	16.1	19.4	58.1	6.5
8th grade post-test	12.1	30.1	18.2	28.8	10.9
RMEL post test only	3.2	12.9	25.8	35.5	22.6

Item 22: I think my chances of getting a good job will be a lot better than my father had.

	SA	A	N	D	SD*
RMEL pre test	3.1	68.8	9.8	15.6	3.1
8th grade pre test	24.1	35.1	15.6	18.3	6.8
RMEL post-test	6.5	74.2	9.7	6.5	3.2
8th grade post-test	27.8	36.3	15.2	14.8	6.0
RMEL post test only	25.8	41.9	19.4	12.9	0

Item 24: Women ought to be able to rise just as high in the world as men.

	SA	A	N	D	SD*
RMEL pre test	18.8	68.8	12.5	0	0
8th grade pre test	40.7	34.5	8.9	12.0	3.9
RMEL post-test	16.1	80.7	3.2	0	0
8th grade post-test	44.4	30.4	9.7	11.3	4.1
RMEL post test only	32.3	51.6	6.5	6.5	3.2

Opinions About Work

In keeping with the objectives of the project related to attitude change on the part of pupils, the 55-item instrument "Opinions About Work" was also administered to the teachers in the workshop. In terms of total score (4, 3, 2, 1 and 0 for favorable through unfavorable responses), the following mean values resulted:

Pre test	171.55	Post-test	172.58	Post only	182.58

As in some of the previous attitudinal measures, there is some evidence of pre test sensitization reflected in the scores. As noted earlier, relatively little shift in score occurred during the workshop, according to the total response pattern.

To determine whether shifts on the basis of individual items were associated with participation in the workshop, the item tabulation shown in Table 6 was made. In this table items have been classified according to the attitude toward work area associated with each item statement.

Inspection of Table 6 indicates that relatively consistent shifts in the predicted direction occurred on "adaptability" items, on items emphasizing "personal satisfaction from work," and on items dealing with the "dignity of work." Whereas shifts did occur on items in other areas, these were relatively random.

Table 6
Reactions to Opinions About Work

Attitude Area	Item	MEAN RESPONSE Pre	Post	Post Only
Life Aspirations	1. Most successful people have worked hard.	4.19	4.13	
	13. If a girl plans to get married she doesn't need to think about a vocation.	3.64	3.37	
	21. If a person works hard he can reach a lot of his goals.	3.65	4.13	
	23. A person should pick a career and stick with it for life.	2.94	2.93	
	39. If you work hard enough you are pretty likely to succeed on a job.	4.00	3.93	
	40. Having goals to strive for is pretty important to me.	4.48	4.32	
	*51. Being happy in one's work is one of the most important goals in live.	4.39	4.43	
	*55. A person who wants satisfaction from life will set at least a few goals to work toward.	4.23	4.50	
Adaptability	2. No matter how much schooling a person has had he can still learn from his work.	4.52	4.47	
	24. Once a person gets a good job, he doesn't need any more education.	3.74	3.47	
	*37. Everyone should expect to keep learning from his work all through life.	4.45	4.32	
	*42. I want a job that will allow me to learn lots from it.	4.00	4.07	
	*49. A person should really try to keep learning even after he finishes school.	4.48	4.50	

Table 6 (Continued)

Attitude Area	Item	MEAN RESPONSE Pre	Post	Post Only
Desire to Work	3. The world would be a better place if people didn't have to work.	3.48	3.40	
	27. No one can expect anyone to work really hard on a job.	3.29	3.10	
	30. People who work hard on a job are only kidding themselves.	3.26	3.23	
	*31. Most people would not work if they didn't have to do so.	2.81	3.07	
Personal Satisfaction	*4. A person's attitude toward life is affected by whether or not he likes his work.	4.23	4.33	
	*5. I want a job that I don't have to work at more than 40 hours a week.	1.87	2.10	
	*6. Working ought to be fun.	4.03	4.30	
	*7. When someone likes the work he is doing his whole life is happier.	4.48	4.50	
	*10. Work should be more than just something for which you receive pay.	4.39	4.40	
	*12. It doesn't matter very much whether or not a person likes his work.	3.39	3.50	
	*17. People who work long hours must be very unhappy with their jobs.	2.32	3.03	
	26. People who like their jobs would rather work than take a vacation.	2.36	2.33	
	29. Everyone should try to find work they really like to do .	4.39	4.13	
	*33. There is a lot of satisfaction in learning a job.	4.07	4.20	
	*36. Most truly great men have liked their work.	4.10	4.21	
	41. I don't care what I do as long as I am well paid.	3.16	3.04	

Table 6 (Continued)

Attitude Area	Item	MEAN RESPONSE Pre	Post	Post Only
	45. A worker cannot like a job unless he is well paid.	2.55	2.43	
	48. Pay is more important than whether you like a job.			
	52. The best thing about working is the paid vacation.	2.97	2.82	
	53. The most important thing about any job is the money you get for doing it.	3.00	3.00	
Dignity of Work	*8. I think it's a good idea for young people to have a part-time job.	3.97	4.17	
	*11. A job has dignity in proportion to the quality of a worker's performance.	4.19	4.23	
	*18. Even a ditch digger should be considered a success if he does his job well.	3.52	4.27	
	*32. Happiness is doing a job well.	3.87	4.20	
	38. Everyone owes it to himself to do the best job he can at everything he does.	4.32	4.32	
	*54. Everyone should try hard to produce his best.	4.32	4.36	
Responsibility	9. People are foolish if they do more than they are told to do on a job.	3.19	2.27	
	34. It shouldn't matter to an employer if workers are a little bit late each day.	3.39	3.25	
	46. People should work just as hard when the boss is gone as when he is present.	4.32	4.29	
Pride in Accomplishment	*14. The work people do should help them feel useful.	3.95	4.30	
	28. Doing something useful is pretty important in a job.	4.26	4.20	

Table 6 (Continued)

Attitude Area	Item		MEAN RESPONSE Pre	Post	Post Only
	43.	It is important to do a job right.	4.48	4.25	
	50.	Every employee should be proud of his work.	4.29	4.14	
Loyalty	*15.	Most employers are pretty good about giving workers time off from their jobs if there is a good reason.	4.00	4.07	
	35.	Most employers try to get workers to do more than they should.	2.81	2.75	
	44.	Most people who lose their jobs really can't help it.	3.00	3.00	
Appreciation for Quality	*19.	The better a business serves its customers, the longer that business is likely to last.	3.77	4.23	
	*20.	If a company is going to produce a good product, all workers must do their best at making it that way.	3.71	4.23	
	22.	If people do poor work on a job, they shouldn't be paid for it.	3.03	3.00	
	*25.	No matter what the job is, it should be done well.	3.87	4.27	
	47.	Workers should always try to do their best.	4.26	4.25	

* Indicates a shift in the predicted direction.

Workshop Summary Comments

1. Whereas the teachers in the workshop were favorable toward the integrated study approach to occupational education prior to the workshop they became more favorable to this approach after the workshop.

2. The relative ranking of educational objectives related to occupational education indicates that the teachers in the workshop regard this area as having extensive educational payoff for society.

3. Shifts toward increased importance of educational objectives related to occupational education were recorded on two of three of the objectives assessed by the measuring instruments used in the project.

4. Workshop participants showed some increase in their understanding of modern methods of viewing occupations as the result of the workshop.

5. Teachers did not show increased insight into viewing occupational choice in relation to self as a result of the workshop.

6. A systematic effort must be made to improve experimental teachers' understanding of modern theories of vocational choice if this aspect of the project is to be achieved successfully.

7. Responses to the Crites Vocational Maturity Instrument were highly stable throughout the workshop. Scores on this instrument appear to provide a sufficiently reliable indication of vocational maturity to justify using this device to group teachers for subsequent analysis of changes in the attitudes of their pupils.

8. Workshop participants showed high stability in their interpretation of appropriate actions for employees in a variety of work situations. Reaction of the teachers

paralleled recommended action of personnel managers relatively closely. Slight shifts toward the employers' points of view were noted during the workshop.

9. Although generalized attitude toward work remained relatively stable during the workshop, positive shifts were noted on specific items related to adaptability, personal satisfaction from work, and dignity of work well done.

10. The workshop teachers showed more insight and less variability on the objectives of vocational education than the 8th grade students tested. Since the initial scoring was quite high, only slight shifts were noted during the workshop. Changes in desire to work and dignity of work well done were most important.

11. Some pre test sensitization on the attitude scales was noted. Expressions of attitude prior to the workshop tended to solidify responses and results in smaller shifts than would be expected from the responses of workshop participants.

12. Evidence obtained from informal inspection of lesson plans prepared by workshop participants suggests that the teachers developed considerable skill in identifying vocational education implications from subject matter materials. The development of a device should be administered after the teachers have had several weeks experience in the project. Scores from this device will permit meaningful classification of the teachers for subsequent analyses of changes in attitudes of their pupils.

(EXHIBIT A)

(Opinion Survey on the Presentation of Occupational Information)

Name ________________

Opinion Survey
on the Presentation of Occupational Information

Almost everyone agrees that occupational information is important, but very few educators are in complete agreement as to how to present such information to seventh graders. Many approaches have been proposed, and among these, the following six have been strongly supported:

Approach	Description
Career Day	A career day is held each year where specialists in each field come to the school and discuss their work.
Occupations Course	A one-semester course devoted to the study of occupations is offered to pupils on an elective basis.
Occupational Library	An occupational library is established containing pamphlets, college catalogs, and periodicals about occupations for reference by pupils.
Integrated Study	Language arts and social studies teachers emphasize occupational aspects of people and places studied as they present the subject matter in these areas.
Psychological Tests	A psychological testing program is established in which occupational interest and aptitude tests for pupils are stressed.
Occupational Film Assemblies	An occupational information assembly is held each month and a film about an occupation is shown to pupils and discussed with them.

Thus far, no one has proven just which of these approaches is best, so the one to use with seventh graders is a matter of opinion. We would like to have your opinion on this issue also. Please indicate your opinion on the following page by ranking the six approaches from most effective to least effective. Place a "one" beside the approach you consider most effective, a "two" beside the next, etc. until you have ranked all six approaches.

Ranking Worksheet

Rank		
_______	Career Day	A career day is held each year where specialists in each field discuss their work.
_______	Occupations Course	A one-semester course devoted to the study of occupations is offered on an elective basis.
_______	Occupational Library	An occupational library is established containing pamphlets, college catalogs, and periodicals about occupations.
_______	Integrated Study	Language arts and social studies teachers emphasize occupational aspects of people and places studied.
_______	Psychological Tests	A psychological testing program is established in which occupational interest and aptitude tests are stressed.
_______	Occupational Film Assemblies	An occupational information assembly is held each month and a film about an occupation is shown and discussed.

(EXHIBIT B)

(Relative Importance of Educational Objectives)

NAME ______________________________

RELATIVE IMPORTANCE OF EDUCATIONAL OBJECTIVES

The following is a selected list of twelve educational objectives which might be adopted by a school. After reading the objectives, indicate their relative importance to you by ranking them from most important to least important. Place a one beside the most important, a two beside the next most important, etc., until all twelve have been ranked.

Rank	Objective
__________	Effective oral and written communication
__________	Adequate knowledge of physical and mental health
__________	Broad knowledge of the world of work
__________	Constructive use of leisure time
__________	Appreciation of good music and literature
__________	Subject matter mastery
__________	Sound basis for choosing an occupation
__________	Appreciation of democracy as a form of government
__________	Responsible citizenship
__________	Understanding of the decision-making processes
__________	Preparation for family living
__________	Accurate knowledge of self

(EXHIBIT C)

(Importance of Questions About Occupations)

NAME ______________________________

IMPORTANCE OF QUESTIONS ABOUT OCCUPATIONS

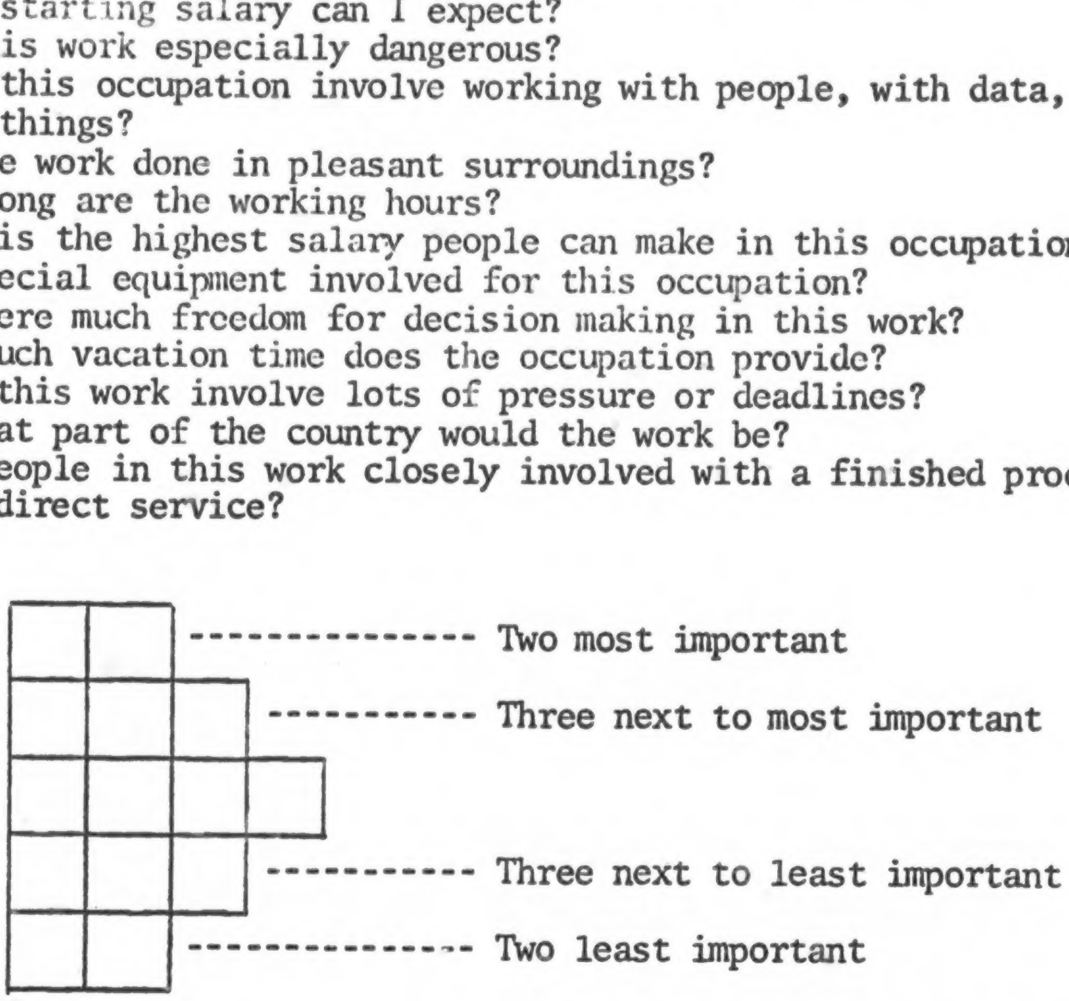
Below are listed some questions about a prospective occupation which enter into choosing a vocation. You are to indicate how important you think each question is according to the following directions:

> After reading all the questions carefully, pick out the two most important ones and list their numbers in the boxes marked, "Two most important" in the chart at the bottom of this page. Cross the two numbers off the main list, then pick out the two that are least important and put their numbers in the boxes marked, "Two least important." After crossing off these numbers on the main list, pick out the three that are next most important and put their numbers in the boxes marked, "Three next to most important." After crossing off those three numbers, select the three that are next to the least important, and write their numbers in the appropriate boxes. Then put the remaining four numbers in the boxes in the middle of the chart. Check to make sure that all numbers from 1 - 13 have been placed in a box in the chart.

Questions:

1. What special training do I need for this field?
2. Do people work alone or in groups in this occupation?
3. What starting salary can I expect?
4. Is this work especially dangerous?
5. Does this occupation involve working with people, with data, or with things?
6. Is the work done in pleasant surroundings?
7. How long are the working hours?
8. What is the highest salary people can make in this occupation?
9. Is special equipment involved for this occupation?
10. Is there much freedom for decision making in this work?
11. How much vacation time does the occupation provide?
12. Does this work involve lots of pressure or deadlines?
13. In what part of the country would the work be?
14. Are people in this work closely involved with a finished product or a direct service?

CHART


--------------- Two most important
----------- Three next to most important
----------- Three next to least important
--------------- Two least important

(EXHIBIT D)

(Importance of Questions About Self)

NAME ______________________________

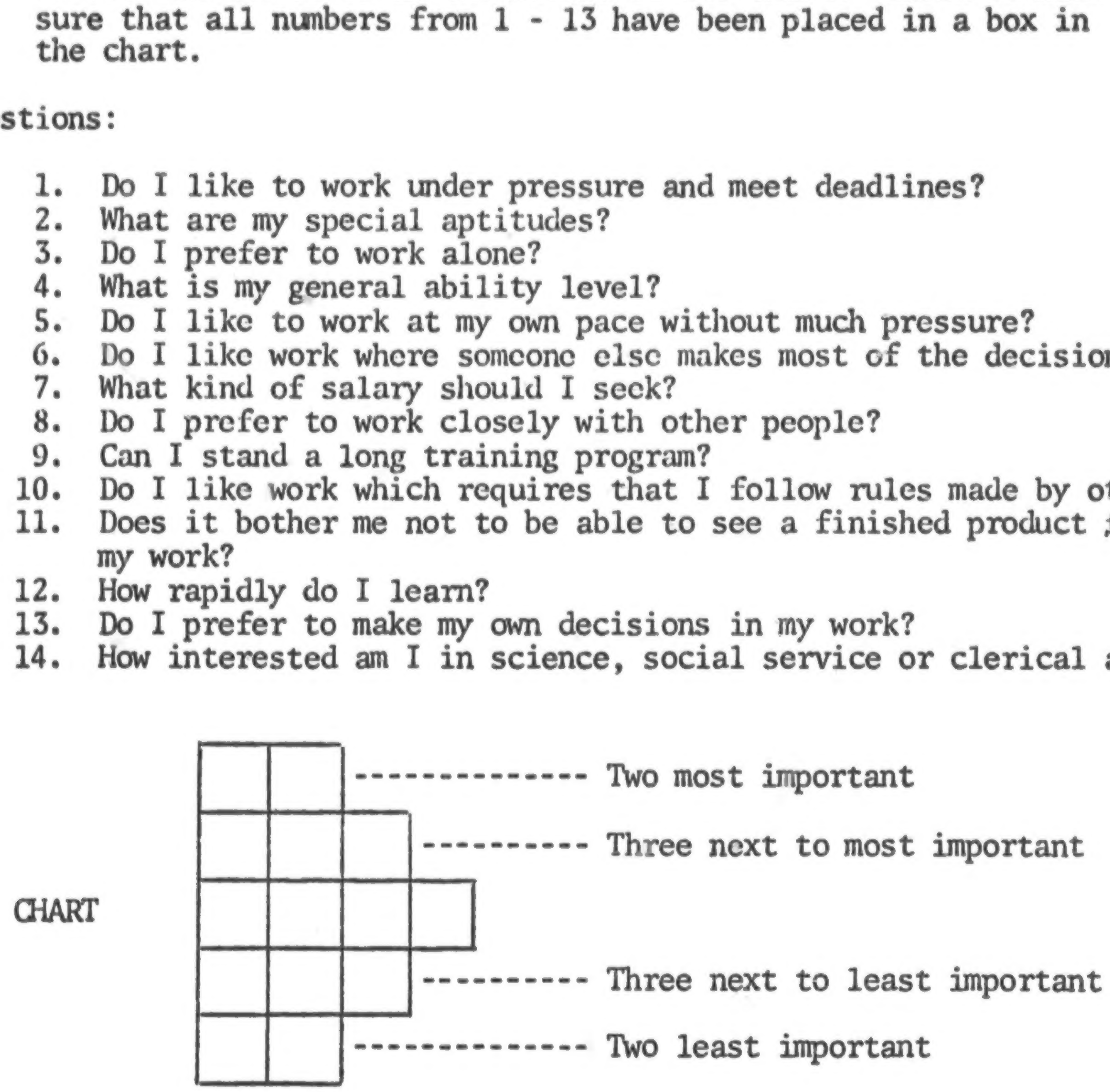
IMPORTANCE OF QUESTIONS ABOUT SELF

Below are listed some questions about oneself which enter into selecting an occupation. Each one has a number beside it. You are to indicate how important you think each question is according to the following directions:

> After reading all the questions carefully, pick out the two most important ones and list their numbers in the boxes marked, "Two most important" in the chart at the bottom of this page. Cross the two numbers off the main list, then pick out the two that are least important and put their numbers in the boxes marked, "Two least important." After crossing off these numbers on the main list, pick out the three that are next most important and put their numbers in the boxes marked, "Three next to most important." After crossing off those three numbers, select the three that are next to the least important, and write their numbers in the appropriate boxes. Then put the remaining four numbers in the boxes in the middle of the chart. Check to make sure that all numbers from 1 - 13 have been placed in a box in the chart.

Questions:

1. Do I like to work under pressure and meet deadlines?
2. What are my special aptitudes?
3. Do I prefer to work alone?
4. What is my general ability level?
5. Do I like to work at my own pace without much pressure?
6. Do I like work where someone else makes most of the decisions?
7. What kind of salary should I seek?
8. Do I prefer to work closely with other people?
9. Can I stand a long training program?
10. Do I like work which requires that I follow rules made by others?
11. Does it bother me not to be able to see a finished product from my work?
12. How rapidly do I learn?
13. Do I prefer to make my own decisions in my work?
14. How interested am I in science, social service or clerical activity?



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(EXHIBIT E)

(Crites Vocational Maturity Scale)

(Adapted by Sheppard from original by Crites)

FEELINGS ABOUT JOBS

Vocational Statements

1. You have to know what you are good at, and what you are poor at, before you can choose an occupation.
2. Ask others about their occupations, but a person should make his own choice.
3. It's unwise to choose an occupation until you have given it a lot of thought.
4. Once a person makes an occupational choice, he can't make another one.
5. In making an occupational choice, an individual needs to know what kind of a person he is.
6. A person can do anything he wants as long as he tries hard.
7. Your occupation is important because it determines how much you can earn.
8. A consideration of what you are good at is more important than what you like in choosing an occupation.
9. Plans which are indefinite now will become much clearer in the future.
10. Parents probably know better than anybody which occupation a person should enter.
11. Work is worthwhile mainly because it lets you buy things you want.
12. Work is drudgery.
13. Why should a person try to decide upon an occupation when the future is so uncertain.
14. It's probably just as easy to be successful in one occupation as it is another.
15. By the time a person is 15, he should have his mind pretty well made up about the occupation he intends to enter.
16. There are so many factors to consider in choosing an occupation, it is hard to make a decision.
17. Sometimes you can't get into the occupation you want to enter.

18. You can't go very far wrong by following your parent's advice about which occupation to enter.

19. Working an occupation is much like going to school.

20. The best thing to do is to try out several occupations, and then choose the one you like best.

21. There is only one occupation for each individual.

22. The most important consideration in choosing an occupation is whether you like it.

23. Whether you are interested in an occupation is not as important as whether you can do the work.

24. You get into an occupation mostly by chance.

25. It's who you know, not what you know, that's important in an occupation.

26. A person should choose an occupation which gives him a chance to help others.

27. First choose an occupation, then plan how to enter it.

28. A person should choose an occupation in which he can someday become famous.

29. If someone has some doubts about what he wants to do, he should ask his parents or friends for advice and suggestions.

30. Choose an occupation which allows you to do what you believe in.

31. The most important part of work is the pleasure which comes from doing it.

32. It doesn't matter which occupation a person chooses as long as it pays well.

33. As far as choosing an occupation is concerned, something always comes along sooner or later.

34. Why worry about choosing an occupation when a person doesn't have anything to say about it anyway.

35. The best occupation is one which has interesting work.

36. I really can't find any occupation that has much appeal to me.

37. I had little or no idea of what working would be like.

38. When it comes to choosing an occupation, a person should make up his own mind.

39. I want to really accomplish something in my work--earn a lot of money or help a great number of people.

40. As long as I can remember I've known what I wanted to do.

41. I can't understand how some people could be so set about what they wanted to do.

42. My ideal occupation would have to be one which has short hours and nice working conditions.

43. A person should choose an occupation that gives him plenty of freedom to do what he wants.

44. I wanted an occupation which paid good money.

45. I often wondered how successful I would be in my occupation.

46. I know very little about the requirements of occupations.

47. I spend a lot of time wishing I could do work that I know I cannot ever possibly do.

48. If I can just help others in my work, I'll be happy.

49. I guess everybody goes to work sooner or later, but I didn't look forward to it.

50. I often daydreamed about what I wanted to be, but I really didn't have an occupational choice.

51. The greatest appeal of an occupation to me is the opportunity it provides for getting ahead.

52. Everyone told me something different, until I didn't know which occupation to choose.

53. A person should plan to follow the occupation his parents suggest.

54. I seldom thought about the occupation I wanted to enter.

55. Most people have a need to work.

56. A person should choose a job that will give him extra responsibilities.

57. Choosing an occupation is not so hard to do.

58. I didn't worry much about the kind of job I wanted.

59. Work is enjoyable.

60. I didn't think much about the kind of job I wanted.

NAME ______________________

(To be used with Sheppard's statements)

FORM I

Read each statement and decide whether you agree with it or disagree with it. If you agree or mostly agree with the vocational statement, blacken the circle in the column headed with T on the separate answer sheet. If you disagree or mostly disagree with the statement, blacken the circle in the column headed F on the answer sheet. Be sure your marks are heavy and black. Erase completely any answer you wish to change.

	T	F
1.	( )	( )
2.	( )	( )
3.	( )	( )
4.	( )	( )
5.	( )	( )
6.	( )	( )
7.	( )	( )
8.	( )	( )
9.	( )	( )
10.	( )	( )
11.	( )	( )
12.	( )	( )
13.	( )	( )
14.	( )	( )
15.	( )	( )
16.	( )	( )
17.	( )	( )
18.	( )	( )
19.	( )	( )
20.	( )	( )
21.	( )	( )
22.	( )	( )
23.	( )	( )
24.	( )	( )
25.	( )	( )
26.	( )	( )
27.	( )	( )
28.	( )	( )
29.	( )	( )
30.	( )	( )
31.	( )	( )
32.	( )	( )
33.	( )	( )
34.	( )	( )
35.	( )	( )
36.	( )	( )
37.	( )	( )
38.	( )	( )
39.	( )	( )
40.	( )	( )
41.	( )	( )
42.	( )	( )
43.	( )	( )
44.	( )	( )
45.	( )	( )
46.	( )	( )
47.	( )	( )
48.	( )	( )
49.	( )	( )
50.	( )	( )
51.	( )	( )
52.	( )	( )
53.	( )	( )
54.	( )	( )
55.	( )	( )
56.	( )	( )
57.	( )	( )
58.	( )	( )
59.	( )	( )
60.	( )	( )

(EXHIBIT F)

(Content Outline of Attitudes - RMEL)

ATTITUDES

1. It is very important to:
    a. Value work
    b. Want to work
    c. Realize the nature of work
        1. For pay
        2. For personal satisfaction
        3. To learn

2. Realize that the employer expects:
    a. Responsibility to produce
    b. Dependability--reliability
    c. Punctuality
    d. Loyalty

3. Realistic life goals - Aspirations
    a. Making progress
    b. Desirable goals
    c. Personal likes

4. It is important to cooperate:
    a. Like to work with others
    b. Help others

5. We achieve satisfaction from:
    - a. Being loyal
    - b. Being needed
    - c. Doing a job well
    - d. Doing a job quickly
    - e. Producing a quality product
    - f. Learning something
    - g. Improving efficiency or quality

6. Dignity and worth of work
    - a. Any job done very well gains the respect of people
    - b. The need for the work determines its worth

7. Product
   Produce

(EXHIBIT G)

(Opinions About Work)

____
Name

Opinions About Work

Here are some statements about work. Each statement expresses a slightly different point of view. You are to read each statement and then indicate how you feel about it by drawing a circle around the letter that represents your own opinion as follows:

SA	if you strongly agree with the statement
A	if you agree but not strongly so
N	if you are neutral or undecided
D	if you disagree but not strongly so
SD	if you strongly disagree with the statement

Remember, the only correct answer is the one which represents your opinion.

PLEASE RESPOND TO EVERY ITEM

1. Most successful people have worked hard . . . . SA A N D SD
2. No matter how much schooling a person has had he can still learn from his work . . . . SA A N D SD
3. The world would be a better place if people didn't have to work . . . . SA A N D SD
4. A person's attitude toward life is affected by whether or not he likes his work. . . . . SA A N D SD
5. I want a job that I don't have to work at more than 40 hours a week . . . . SA A N D SD
6. Working ought to be fun . . . . SA A N D SD
7. When someone likes the work he is doing his whole life is happier . . . . SA A N D SD
8. I think it's a good idea for young people to have a part-time job . . . . SA A N D SD
9. People are foolish if they do more than they are told to do on a job . . . . SA A N D SD
10. Work should be more than just something for which you receive pay . . . . SA A N D SD
11. A job has dignity in proportion to the quality of a worker's performance . . . . SA A N D SD

Opinions About Work
Page 2, cont.

12. It doesn't matter very much whether or not a person likes his work . . . . SA A N D SD
13. If a girl plans to get married she doesn't need to think about a vocation . . . . SA A N D SD
14. The work people do should help them feel useful . . . . SA A N D SD
15. Most employers are pretty good about giving workers time off from their jobs if there is a good reason . . . . SA A N D SD
16. Lots of satisfaction can be gotten from helping others do their jobs better . . . . . . SA A N D SD
17. People who work long hours must be very unhappy with their jobs . . . . SA A N D SD
18. Even a ditch digger should be considered a success if he does his job well . . . . SA A N D SD
19. The better a business serves its customers, the longer that business is likely to last . . . . SA A N D SD
20. If a company is going to produce a good product, all workers must do their best at making it that way . . . . SA A N D SD
21. If a person works hard he can reach a lot of his goals . . . . SA A N D SD
22. If people do poor work on a job, they shouldn't be paid for it . . . . SA A N D SD
23. A person should pick a career and stick with it for life . . . . SA A N D SD
24. Once a person gets a good job, he doesn't need any more education . . . . SA A N D SD
25. No matter what the job is, it should be done well . . . . SA A N D SD
26. People who like their jobs would rather work than take a vacation . . . . SA A N D SD
27. No one can expect anyone to work really hard on a job . . . . SA A N D SD
28. Doing something useful is pretty important in a job . . . . SA A N D SD
29. Everyone should try to find work they really like to do . . . . SA A N D SD
30. People who work hard on a job are only kidding themselves . . . . SA A N D SD
31. Most people would not work if they didn't have to do so . . . . SA A N D SD
32. Happiness is doing a job well . . . . SA A N D SD
33. There is a lot of satisfaction in learning a job . . . . SA A N D SD

Opinions About Work
Page 3, Cont.

34. It shouldn't matter to an employer if workers are a little bit late each day. . . . . SA A N D SD
35. Most employers try to get workers to do more than they should . . . . SA A N D SD
36. Most truly great men have liked their work . . . . SA A N D SD
37. Everyone should expect to keep learning from his work all through life . . . . SA A N D SD
38. Everyone owes it to himself to do the best job he can at everything he does . . . . SA A N D SD
39. If you work hard enough you are pretty likely to succeed on a job . . . . SA A N D SD
40. Having goals to strive for is pretty important to me . . . . SA A N D SD
41. I don't care what I do as long as I am well paid . . . . SA A N D SD
42. I want a job that will allow me to learn lots from it . . . . SA A N D SD
43. It is important to do a job right . . . . SA A N D SD
44. Most people who lose their jobs really can't help it . . . . SA A N D SD
45. A worker cannot like a job unless he is well paid . . . SA A N D SD
46. People should work just as hard when the boss is gone as when he is present . . . . SA A N D SD
47. Workers should always try to do their best . . . . SA A N D SD
48. Pay is more important than whether you like a job . . . SA A N D SD
49. A person should really try to keep learning even after he finishes school . . . . SA A N D SD
50. Every employee should be proud of his work . . . . . . SA A N D SD
51. Being happy in ones work is one of the most important goals in life . . . . SA A N D SD
52. The best thing about working is the paid vacation . . . SA A N D SD
53. The most important thing about any job is the money you get for doing it . . . . SA A N D SD
54. Everyone should try hard to produce his best . . . . . . SA A N D SD
55. A person who wants satisfaction from life will set at least a few goals to work toward . . . . . SA A N D SD

(EXHIBIT H)

(Manpower Attitudes)

____
Name

Manpower Attitudes

The following statements are expressions of attitudes or feelings about a wide variety of topics.

For each of the statements, you are asked to tell whether you Strongly Agree, Agree, Disagree, or Strongly Disagree. If you have no particular feeling about the statement or do not understand the statement, mark Neutral.

This is not a test. There are no right or wrong answers. Your responses will not affect your grades in any way. We want you to indicate your personal opinions about these topics.

Draw a circle around the letter that represents your own opinion as follows:

SA	if you strongly agree with the statement
A	if you agree but not strongly so
N	if you are neutral or undecided
D	if you disagree but not strongly so
SD	if you strongly disagree with the statement

PLEASE RESPOND TO EVERY ITEM

1. A good reason for quitting a job is that you don't like the people you work with........................ SA A N D SD
2. A married worker with a family should be paid more than a single worker even if both do exactly the same job... SA A N D SD
3. Actually, whatever success I have in my work career depends pretty much on factors beyond my control...... SA A N D SD
4. If a person plans his education and training carefully, he is almost sure to succeed in his job career... SA A N D SD
5. Most employers are sincerely interested in the welfare of their workers............................. SA A N D SD

6. If someone gave me all the money I needed, I'd never go to work.................................. SA A N D SD
7. I wouldn't care what my job was like, as long as the pay was high.................................. SA A N D SD

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8. All honest work is worthwhile, and therefore all workers deserve respect.................................. SA A N D SD
9. Work is a necessary evil.................................. SA A N D SD
10. Most American workers are paid just about what they deserve.................................. SA A N D SD

11. It's too early to start thinking about my life's work.................................. SA A N D SD
12. It will be hard for me to find a good job............ SA A N D SD
13. Most people who are unemployed are shiftless and lazy.................................. SA A N D SD
14. The only reason most people work is for the money..... SA A N D SD
15. "Taking it easy" on the job is all right as long as you don't get caught by the boss...................... SA A N D SD

16. Luck will play an important role in determining whether I get a good job............................ SA A N D SD
17. Men ought to get higher pay than women even if both do exactly the same work........................ SA A N D SD
18. Workers today don't take much pride in their work..... SA A N D SD
19. Married women with children under 15 should not hold a job.................................. SA A N D SD
20. People who really want to work can always find a job.................................. SA A N D SD

21. A worker who is a college graduate ought to be paid at least twice as much as a high school graduate.................................. SA A N D SD
22. I think my chances of getting a good job will be a lot better than my father had...................... SA A N D SD
23. Young people need a lot more help in finding jobs than they are getting now............................ SA A N D SD
24. Women ought to be able to rise just as high in the world as men.................................. SA A N D SD
25. Industry should hire high school graduates rather than dropouts.................................. SA A N D SD

(EXHIBIT I)

(Work Cases)

____
Name

WORK CASES

Here are some descriptions of actual cases involving work and jobs. In each case some decision must be made by the person mentioned. You are to read each one and then choose the action you think the person should take by making a check beside the action of your choice. Be sure to mark only one choice for each case.

Case Number One

Joe has always been able to work with his hands faster than anyone else. He now has a good job making boxes along with eight other men. Joe finds that he can easily make twice as many boxes in a day as anyone else, but all the men get paid the same. What should Joe do?

_____Continue working as fast as he can.
_____Find a job where he is paid for the number of boxes he can make each day.
_____Ask the boss what to do.
_____Work as fast as the other men do.

Case Number Two

Mary is a secretary to Mr. Jones. He has just left on a business trip for one week. Mary doesn't have any work to do in the office now and she has a chance to go on a picnic tomorrow, but can't reach Mr. Jones to ask his permission to go. What should she do?

_____Go on the picnic and tell Mr. Jones when he gets back.
_____Work the first two hours tomorrow then go on the picnic.
_____Come to work tomorrow as usual.
_____Go on the picnic and not tell Mr. Jones.

Case Number Three

Pete is a mechanic in a garage. Although he has worked on many different kinds of cars, he has just been told to repair a foreign car that he knows nothing about. Although he thinks he might be able to fix it, he isn't sure. What should he do?

_____Go ahead and try to fix it.
_____Tell the boss he isn't sure he can fix the car.
_____Try to fix the car after work this evening.
_____Ask another mechanic to help.

Case Number Four

This is Randy's first day at work in a big grocery store. AT noon he sees some other employees take some expensive food into the back room and eat it, then hide the box it was in. What should Randy do?

_____Tell the boss about it.
_____Pay no attention since it is not his business.
_____Ask the employees who had the food what the deal is.
_____Ask some other employees (who did not have the food) what the deal is.

Case Number Five

Lou has a pretty good job working for an insurance company. He has two more days' vacation time coming to him. Although he is supposed to tell his supervisor a week in advance when he wants his vacation, he would really like to take it tomorrow since his best friend is coming to visit him. What should he do?

_____Talk to the boss about it.
_____Go by the rules and not take the vacation tomorrow.
_____Go ahead and take the vacation.
_____Ask his friend to come with him to work so they can visit during slack periods.

Case Number Six

Sue has a job in a factory testing radios. She finds some that are not quite as good as they should be, but which can pass the tests. What should she do?

_____Pass the radios along.
_____Talk to the boss.
_____Ask a fellow worker what to do
_____Do nothing since the radios passed her test.

Case Number Seven

Sam has a job working for a candy company which makes a very popular candy bar. Sam is one of two men who know the recipe for making this candy bar. A friend of Sam's wants to start a new candy company and hire Sam so Sam can use the recipe. Sam would get twice as much money working for the new company. What should Sam do?

_____Offer to take the job but leave the recipe behind.
_____Take the job but change the recipe slightly.
_____Stay with the first company and not reveal the recipe.
_____Tell his present boss about the offer.

Case Number Eight

Jim has held a job as a cook in a restaurant for two years. He makes a satisfactory salary, but isn't especially happy. He has always wanted to be a salesman, but couldn't find a job selling when he finished school. He now has a chance to try selling insurance in a nearby town. At first he will make less money, but if he succeeds he will make more in the long run. What should Jim do?

_____Take the new job.
_____Ask for a leave so that if the new job doesn't work out he can come back.
_____Try the new job at night, but keep the present one.
_____Forget about the new job.

Case Number Nine

Mary is a first grade teacher. She likes her work but has a chance to make more money as a buyer for a large department store. What should Mary do?

_____Take the buyer's job for a summer.
_____Talk to her brother who owns a store.
_____Keep on being a teacher since she likes it.
_____Take the buyer's job.

Case Number Ten

Henry has a good job as a foreman in a soap factory. As a foreman he makes an excellent salary and his men like him. Henry has just been offered a job as a vice president of a shoe manufacturing company. Although he would not make as much money or have as many men to supervise, his title would sound more impressive. What should Henry do?

_____Take the new job.
_____Keep the old job.
_____Ask his boss for a new title.
_____Talk to his men about it.

(EXHIBIT J)

(Correspondence Relating to Participants and Site Selection)

Rocky Mountain Educational Laboratory, Inc.
1620 Reservoir Road • Greeley, Colorado 80631 • Telephone (303) 353-635C

March 20, 1968

TO: School Superintendents in the Rocky Mountain region

The Rocky Mountain Educational Laboratory will be able to involve a very few selected schools in a development project in occupational education. In fairness to all schools, we have followed the practice of making school selections using a random table of numbers and size classification distribution.

Enclosed is a brief description of the work in which we are engaged and the requirements necessary that a selected school should have to assist us. The enclosed response sheet will serve to alert the laboratory that your school district would be interested in participating in this program. The random selection process will be applied only to those school districts that indicate some initial interest by April 30, 1968. School districts selected will be contacted and furnished additional details on the program. They will then have the option of continuing on the cooperative venture or of withdrawing at that time.

The costs of carrying on this development program will be the responsibility of the laboratory. School districts will be compensated for personnel time requested or pay for substitute teachers' time will be provided.

Sincerely,

James M. Thrasher

James M. Thrasher
Executive Director

JMT:lg
Enclosure

IMAGE OF THE WORLD OF WORK

OCCUPATIONAL EDUCATION PROGRAM
ROCKY MOUNTAIN EDUCATIONAL LABORATORY, INC.

This is to call your attention to one activity within our Occupational Education program, and to invite an expression of interest on your part in participating in this program activity.

The Occupational Education program of the Rocky Mountain Educational Laboratory consists of three separate, but related activities, namely the image of the world of work, the development and field testing of materials leading to vocational competencies with a first priority in the health occupation cluster; and the role of the school in job entry placement. At this time, we are directly concerned with the first of these three program activities -- the image of the world of work. It is our intention within the framework of this program activity to work initially with social science and language art teachers at the seventh-grade level to develop materials which can be used within the context of social science and language arts classes to provide students and teachers with a realistic image of the world of work in terms of cognitive knowledge, goal aspirations and attitudes. We are especially concerned with the attitudes of both students and teachers toward educational objectives that will provide students with job entry knowledge and abilities whether they continue their education at a university or junior college or whether they enter the job market immediately upon leaving the secondary school.

Teachers in selected schools will be assisted in developing and implementing materials by nationally known specialists in social science and language arts. The complete expense for this program activity, including the payment of consultant fees for the specialists, payment for substitute teachers during training sessions for the regular teachers, and travel and per diem expenses will be borne by the Rocky Mountain Educational Laboratory.

The schools selected for this program activity will be determined on the basis of a stratified random sample from among schools responding to this invitation. In order to adequately field test the results of our efforts in this program activity, we are asking schools that wish to participate to fulfill and agree to the following:

1. The school district is organized in such a way that the junior high school is a separate administrative entity (e.g., a 6-3-3 school organization plan).

2. A willingness on the part of 7th grade social science and language art teachers within a given junior high school to participate in this program activity.

3. That the school system make available to the Laboratory, for control purposes, a three-year record of achievement and IQ test results for former seventh grade students. These test results should not be identified by individual student name, but we will need the raw scores and the name of the test employed.

4. A willingness to give the same kind of achievement and IQ tests to students currently enrolled in the seventh grade. Test scores should not be identified by individual student name.

5. A willingness to allow the Laboratory to continue this program or related program activities at different grade levels over an extended period of time, providing the program activities appear in the judgement of school teachers and administrators and Laboratory personnel to be successful.

An expression of a willingness to participate in this program activity will not automatically guarantee selection; however, selection determination is contingent upon a desire to participate and to assist the work of the Laboratory in a cooperative effort of program development as outlined in the conditions stated. These conditions are necessary to carry out the program evaluation design. Limited funding makes it necessary for the Laboratory to restrict the number of schools that can be involved. However, it is the intention to extend the work to all grades in the junior high school and to involve additional schools at the time laboratory funding makes this possible.

(Return only if your school district is interested in becoming a cooperating school)

RESPONSE TO SOLICITATION OF INTEREST IN THE OCCUPATIONAL EDUCATION PROGRAM

ROCKY MOUNTAIN EDUCATIONAL LABORATORY

TO: Rocky Mountain Educational Laboratory
1620 Reservoir Road
Greeley, Colorado 80631

Our school district is interested in being considered as a potential cooperating school in the Junior High School Occupational Education Development Project. We have read the program description and can meet the requirements needed for the project.

Signed, Superintendent of Schools

District Number

City

State Zip Code

May 6, 1968

Mr. John G. Stuart
Superintendent
Adams County School District #14
4720 East 69th Avenue
Commerce City, Colorado 80022

Dear Mr. Stuart:

This is to inform you that your school district has been selected as one of the cooperating schools in the junior high school occupational education development project. Selection was based upon an expression of willingness to participate in this project and stratified sampling procedures. As you recall from our initial correspondence, members of the Laboratory staff and nationally known specialists will work with seventh grade social science and language art teachers in developing and in using materials which when included as part of the regular curricular content, will enable students to achieve a more realistic understanding of and attitudes toward the world of work.

In order to insure the success of this program, it is especially desirable to work with all of the teachers who teach a seventh grade class in social science or language arts in one junior high school within your school district. Since we wish to involve as many school districts as possible in this activity, we will not be able to work with teachers from more than one junior high school within a single district. We plan to hold a five day workshop with these teachers at some central location from August 19 - 23 inclusive. Because the teachers will be assisting in the production of materials, we will pay a consultant fee of $40.00 per day plus travel and per diem costs for each teacher taking part in the workshop. If other workshops are held during the school year, we will pay transportation and per diem costs plus the cost of a substitute teacher if the workshop is held during school time; or the $40.00 per day consultant fee if the workshop is held on Saturday or other non-school days. If the junior high school principal wishes to take part in this workshop, the Laboratory will pay travel and per diem plus either a $40.00 per day consultant fee or his salary for the five days.

In order to facilitate our planning, the following information is necessary:

1. The number of teachers who will teach seventh grade social science or language arts in the junior high school which will be included in the study.
2. The names and addresses of those teachers who are willing to take part in the workshop from August 19 - 23.
3. The test data which is available on seventh grade students in your school district.
4. A copy of the course outlines including the textbooks and supplementary materials used in seventh grade social science and language art classes.

In order to properly evaluate the effectiveness of this program, it will be necessary for the Laboratory to make use of the test data which is available in your school district as well as to administer to the students attitude and achievement tests which are appropriate for this program evaluation. Some tests will also be administered to the teachers involved in this study. In no case will any test information be identified by individual student, teacher, or school district.

The total cost of this program will be borne by the Rocky Mountain Educational Laboratory, Inc.

If you or members of your staff do not wish to be included in this program, please let us know as soon as possible so that another school district may be selected. If you wish to be included in this study, please make the requested information available to us by May 20.

Sincerely,

Edward L. Kelly
Assistant Director
for Program Development
and Evaluation

ELK:ssw

Rocky Mountain Educational Laboratory, Inc.
1620 Reservoir Road • Greeley, Colorado 80631 • Telephone (303) 353-6350

June 15, 1968

Dear

The Rocky Mountain Educational Laboratory wishes to thank you for your response concerning participation in the Occupational Education Program. One hundred and forty-four school districts indicated an interest in being project schools. Unfortunately we can only work with a very limited number of schools. Your school district was not one of those that fell in the random table of numbers selection process.

We regret that it was not possible to include all districts who expressed an interest in the pilot project. The materials generated in the pilot project will hopefully be available to your district within a year.

Sincerely,

James M. Thrasher

James M. Thrasher
Executive Director

(EXHIBIT K)

(Participants and Scheduling for Workshop)

OCCUPATIONAL EDUCATION

Program Planning Team

Mr. William Anderson, Supervisor
Occupational Education
State Department of Public Instruction
Phoenix, Arizona

Mr. George Ribble
Junior High School Teacher
Sheridan Public Schools
Sheridan, Wyoming

Dr. Douglas Sjogren, Professor
Vocational Education
Colorado State University
Fort Collins, Colorado

Dr. Wilson Sorenson
President
Utah Technical College
Provo, Utah

Mr. Rowan Stutz, Director
Western States Small Schools Project
Salt Lake City, Utah

Dr. Robert Taylor, Director
Center for Vocational Education
Ohio State University
Columbus, Ohio

CONSULTANTS

Mr. Richard Ehrbright
Director of Upward Bound
University of Montana
Missoula, Montana

Dr. Sidney A. Fine
Senior Staff
W. E. Upjohn
for Employment Research
Washington, D.C.

Mr. Roland Frank
Assistant Professor
Western Michigan University
Kalamazoo, Michigan

Dr. Stephen Hodge
Department of Education
University of Colorado
Boulder, Colorado

Dr. Norman Hyatt
Project Director
World Wide Educational Institute
Salt Lake City, Utah

Dr. Irving Morrissett
Executive Director
Social Science Education Consortium, Inc.
Boulder, Colorado

Dr. Charles Neidt
Director, Human Factors Laboratory
Colorado State University
Fort Collins, Colorado

Mr. Douglas Procunier
Director, Training and Dissemination
Mott Training Project
Flint, Michigan

Dr. Walter Slocum
Sociology Department
Washington State University
Pullman, Washington

Dr. W. William Stevens, Jr.
Social Science Education Consortium, Inc.
Boulder, Colorado

Dr. Hubert Wolfe
Department of Education
Colorado State University
Fort Collins, Colorado

ROCKY MOUNTAIN EDUCATIONAL LABORATORY

OCCUPATIONAL EDUCATION RESOURCE CONSULTANTS

NAME	ADDRESS	MAJOR	CONSULTANT AREAS
JIM BURDEN Area Vocational Guidance Consultant Colorado State Board Community Colleges & Occupational Education	9166 Fleetwood Ave. Longmont, Colorado 776-2747	Social Science Industrial Arts Guidance & Counseling	Occupational Education opportunities for Training and opportunities resulting from training. Occupational Information for Career Information Center.
CHARLES S. WINN Supervisor - State Supervisor Distributive Ed & Students with Special Needs	720 S. 850 E. Bountiful Salt Lake City, Utah 328-5371	Ed. Administration Bus. Management	Distributive Education Trade & Tech. Ed. Business Ed. Programs for Drop out students and students with special needs
DIANE B. McCARTHY Research Coordinator Arizona Research Coordinating Units	1333 W. Camelback Road Phoenix, Arizona 602-271-5392	Political Science	Research; Surveying & Sampling Methods; Systems; Vocational Education, Research Coordinating Units.
ALLAN E. FOX Teacher	1231 No. 38th Lincoln, Nebraska 466-3862	Industrial Arts Trade and Industry	Industrial Education-Licensed Aircraft Mech. Aircraft Engine Journeyman, Carpentry, Experienced Draftsman.
WILLIAM J. ANDERSON State Supervisor of Industrial Arts	412 Arizona State Bldg. Phoenix, Arizona 271-5349	B.S. Industrial Arts M.A. Vocational Guidance	Drafting, woodwork, metalwork, crafts
KENNETH LOUDERMILK Director, Idaho Research Coordinating Unit	1116 E. 3rd Moscow, Idaho	Guidance and Counseling	Guidance and Counseling Vocational Education Research Career Choice and Development Theory Statistics and Research Design

NAME	ADDRESS	MAJOR	CONSULTANT AREAS
BARBARA CREBO Research Assistant	Dept. of Public Instruction Helena, Montana 406-442-3260 Ext. 331	Occupational Therapy	Desig ing and Conduction follow-up surveys Designing and Conducting employer-employee surveys
NORMAN F. HYATT Program Director	World Wide Education & Research Institute 3272 S. 27th East, Salt Lake City, Utah 801-322-4162	Educational Administration Research	Educational Administration occupational education, world of work curriculum development evaluation
ROBERT W. STANSBURY Director, Industrial Arts & Voc. Ed.	Adm. Cheyenne Public Schools 5334 Pine Ridge Road Cheyenne, Wyoming 632-0591	Education-Administration	Woodwork, mechanical, Drawing, Vocational Welding, Arch. Drawing
WILLIAM H. REED ES '70 Project Coordinator	1604 Arapahoe Avenue Boulder, Colorado 443-2430	English; English Education	Student personnel services; developing programs for reorganizing schools for individualizing instruction.
EARL F. WEIDMAN Instructor Dir. Media Teaching Hutchinson Comm. Jr. College	43 Faircrest Drive Hutchinson, Kansas 316-MO5-5268	Psy-Math Minor	AV aids, Closed circuit TV W/Video Rec. Curriculum in Communications and Industrial Electronics.
ROSCO "ROCKY" HAIGHT Sp. Ed. Work Coordinator	10753 N. Lincoln St. Denver, Colorado 466-5885	Soc. Studies, Geog., Spec. Ed. in retardation	Occupational information work experience program.
EDWARD BEATY President Aims College	P. O. Box 69 Greeley, Colorado 352-3415	Administration	Vocational-Technical Facility Planning & Master Planning Curriculum Development

NAME	ADDRESS	MAJOR	CONSULTANT AREAS
BETTY BENJAMIN Counselor Wheatridge Junior High School	2548 Ward Dr. Lakewood, Colorado 237-6068	Guidance & Counseling	Planning and implementing vocational education programs at junior high level
BERT SPEECE Assoc. Prof. of Ed and Psychology Chadron State College	Chadron State College Chadron, Nebraska 308-432-2272	Educational Psychology	Psychology of Learning Human Growth & Development Economics (consultant for Nebraska Council on Economic Education).

SCHOOL DISTRICTS PARTICIPATING IN OCCUPATIONAL EDUCATION DEVELOPMENT PROJECT

SCHOOL DISTRICT	SUPERINTENDENT
Douglas School District #27 Douglas, Arizona 602-364-3582	Mr. Ronald Jenkins
Adams County School District #14 Commerce City, Colorado 303-287-0261	Dr. John G. Stuart
Mesa County School District #51 Grand Junction, Colorado 303-243-2422	Mr. Ronald D. Wine (Assistant)
School District #2 Meridian, Idaho 208-888-4479	Mr. J. Lowell Scott
Unified District #211 Norton, Kansas 913-927-2311	Mr. A. G. Larsen
School District #32 Scottsbluff, Nebraska 308-632-7146	Mr. Walter W. Parks
Murray City School District Murray City, Utah 801-266-9421	Mr. J. Easton Parratt
Provo School District Provo, Utah 801-373-2495	Mr. Sherman W. Wing
Sheridan School District #7 Sheridan, Wyoming 307-674-6545	Dr. Deane Riggs
Billings Public Schools School District #2 101 10th Street West Billings, Montana 406-245-3893	Mr. Paul O'Hare
School District #17 Douglas, Wyoming 307-358-3624	Dr. Leonard L. Gretory

PARTICIPATING TEACHERS IN OCCUPATIONAL EDUCATION DEVELOPMENT PROJECT WORKSHOP

Cheyenne, Wyoming
August 1968

DOUGLAS JUNIOR HIGH SCHOOL
830 12th Street
Douglas, Arizona 85607

1. Mrs. Linda Kleck
1400 9th Street
Douglas, Arizona 85607

2. Mrs. Gertrude Roth
1509 21st Street
Douglas, Arizona 85607

3. Mrs. Mildred Grieshop
1519 11th Street
Douglas, Arizona 85607

4. Mrs. Norma Gerbich
1531 Fredrick Drive
Douglas, Arizona 85607

6. Mrs. Esther Pasterski
1541 Fredrick Drive
Douglas, Arizona 85607

KEARNEY JUNIOR HIGH SCHOOL
East 62nd Avenue & Kearney Street
Commerce City, Colorado 80022

5. Mrs. Mary F. Thompson
1579 Hudson Street
Denver, Colorado

7. Mrs. Irene Holmes
1401 Garfield Street
Denver, Colorado 80206

8. Mr. Robert T. Reed
8155 Umatilla Street
Denver, Colorado 80221

9. Mr. Donald LaCrue
1404 Benton Street
Lakewood, Colorado 80214

10. Mr. Timothy G. O'Neil
3845 Perry Street
Denver, Colorado 80212

GRAND JUNCTION JUNIOR HIGH SCHOOL
Grand Junction, Colorado 81501

11. Keith Fowler
Teocalli Hall, Apt. #105
C/O Western State College
Gunnison, Colorado

12. Wilma Walker
661 Highway 50, #56
Grand Junction, Colorado 81501

13. Doris Bingham
310 Country Club Park
Grand Junction, Colorado

14. Mary Jane King
445 Chipeta Avenue #13
Grand Junction, Colorado 81501

15. Dale Lewis
755 Chipeta Avenue
Grand Junction, Colorado 81501

16. Lee Gilman
2159 South Broadway
Grand Junction, Colorado 81501

17. Jean Fiser
465 North 24th
Grand Junction, Colorado 81501

18. J. F. Antes
2388 N. San Miguel Drive
Grand Junction, Colorado 81501

MERIDIAN JUNIOR HIGH SCHOOL
Meridian, Idaho 83642

19. Mrs. Leota Wilson
2516 Fay Circle
Meridian, Idaho 83642

20. Mrs. Margaret Keene
1501 North 15th Street
Boise, Idaho 83702

21. Mrs. Frances P. Goodland
2122 N. 26th
Boise, Idaho 83705

22. Mr. Wilford Lee
715 Linden
Boise, Idaho 83705

MERIDIAN JUNIOR HIGH SCHOOL
Meridian, Idaho 83642 (Continued)

23. Mrs. Vauna Parks
1505 W. 7th
Meridian, Idaho 83642

24. Mrs. Leona Tucker
1029 E. 3rd Street
Meridian, Idaho 83642

25. Mr. Carl Waite
Route 3
Meridian, Idaho 83642

26. Mr. K. D. Hartwell, Principal
1404 E. 1st Street
Meridian, Idaho 83642

NORTON JUNIOR HIGH SCHOOL
706 North Jones
Norton, Kansas 67654

27. Sara Smith
324½ W. Main
Norton, Kansas 67654

28. Janet Ester
813 N. Grant
Norton, Kansas 67654

29. Andrea Woods
813 N. Grant
Norton, Kansas 67654

30. Ernest P. Miller
813 N. Grant
Norton, Kansas 67654

31. Jim Cochran
813 N. Grant
Norton, Kansas 67654

32. Marvin L. Giersch, Principal
1009 N. Norton
Norton, Kansas 67654

33. Jim Grote
RR #2
Phillipsburg, Kansas 67661

SCOTTSBLUFF JUNIOR HIGH SCHOOL
Scottsbluff, Nebraska 69361

34. Mr. Donald J. Horn
Route 2
Mitchell, Nebraska

35. Mrs. JoAnn Carter
Route 1, Box 72A1
Scottsbluff, Nebraska 69361

36. Mrs. Johanna Jacox
3017 Avenue H
Scottsbluff, Nebraska 69361

37. Mrs. Doris Berggren
Box 64
Scottsbluff, Nebraska 69361

38. Mrs. Imogene Roberts
2109 Fifth Avenue
Scottsbluff, Nebraska 69361

RIVERVIEW JUNIOR HIGH SCHOOL
751 W. Tripp Lane
Murray, Utah 84107

39. Mrs. Linda Francom
1039 East 7200 South
Midvale, Utah 84047

40. Mrs. Janet Wilcox
894 North State, #6
Orem, Utah 84057

41. Mr. Dal Seeley
10074 Flint Drive
Sandy, Utah 84070

42. Mr. Lynn Keller
1428 Lombardy Circle
Salt Lake City, Utah 84121

DIXON JUNIOR HIGH SCHOOL

750 W. 200 North
Provo, Utah 84601

43. Mr. Keith Sumsion
275 East 200 South
Springville, Utah

44. Mrs. LaFont Hall
235 E. 200 South
Provo, Utah 84601

45. Mrs. Faye Buttle
185 East 300 South
Provo, Utah 84601

46. Mrs. Arline Finlinson
4112 North 650 East
Provo, Utah 84601

47. Mr. Sherman Burton
RFD #1
Payson, Utah

48. Mrs. Ann Clement
1706 North 500 West
Provo, Utah 84601

49. Mr. Arthur Sundwall, Counselor
1475 North 380 West
Provo, Utah 84601

50. Mr. Fred A. Rowe, Counselor
1235 North 1160 West
Provo, Utah 84601

CENTRAL JUNIOR HIGH SCHOOL

Sheridan, Wyoming 82801

51. Dr. Virginia Wright, Principal
323 W. Loucks Street
Sheridan, Wyoming 82801

52. Mrs. Dorothy Johnson
1005 S. Thurmond
Sheridan, Wyoming 82801

53. Mrs. Donna Peldo
731 Harrison
Sheridan, Wyoming 82801

54. Mrs. Carol Stinneford
Box 264
Sheridan, Wyoming 82801

55. Mr. Glenn Fairbank
827 N. Sheridan
Sheridan, Wyoming 82801

56. Mr. George Ribble
Administration Building
School District #7
Sheridan, Wyoming 82801

57. Mr. Leonard Maxwell
Acme, Wyoming 82830

CONVERSE COUNTY HIGH SCHOOL

& School District #17
Douglas, Wyoming

58. Mr. James Battershell

59. Mr. Scott Carver, Principal

BILLINGS PUBLIC SCHOOLS

School District #2
Lewis & Clark Junior High School
Billings, Montana 59102

60. Mrs. Donne Barcroft
2418 Lewis Avenue
Billings, Montana

61. Mr. Gerald B. James
2307 Alderson Avenue
Billings, Montana

62. Mr. Terry Utterback
3320 Winchell Lane
Billings, Montana

63. Mr. Gary Waite
1120 Fredrick Lane
Billings, Montana

BILLINGS PUBLIC SCHOOLS
Billings, Montana (Continued)

64. Mrs. Kay Will
2714 Wyoming
Billings, Montana

65. Mrs. Glenda Bell
Box 175
Bridger, Montana

66. Mr. Edward G. Thomas
408 19th Street West
Billings, Montana 59102

67. Mr. Douglas Brown
Box 905 or 115 S. Haggin Street
Red Lodge, Montana

68. Mr. Noel Rigby, Principal
816 6th Street West
Billings, Montana

Teacher workshop was held at the Hitching Post Motel, Cheyenne, Wyoming, August 19-23, 1968. Participants included the following:

Special Consultants

Dr. Robert Darcy
Department of Sociology
Colorado State University
Fort Collins, Colorado

Dr. Donald Carline
School of Education
University of Colorado
Boulder, Colorado

Dr. Irving Morrissett
Director
Social Science Education Consortium, Inc.
Boulder, Colorado

Dr. W. William Stevens, Jr.
Social Science Education Consortium, Inc.
Boulder, Colorado

Mr. Jim Davis
Social Science Education Consortium, Inc.
Boulder, Colorado

Dr. Michael Pasko
English Department
Cape Girardeau State College
Cape Girardeau, Missouri

Resource Consultants

Mr. William Anderson
Office of Distributive Education
412 Arizona State Bldg.
Phoenix, Arizona

Mrs. Diana McCarthy
Research Assistant
Arizona Occupational Research
1333 W. Camelback
Phoenix, Arizona

Mr. Bill Reed
Es '70 Coordinator
1604 Arapahoe
Boulder, Colorado

Mr. James Burden
9166 Fleetwood Ave.
Longmont, Colorado

Mrs. Betty Benjamin
2548 Ward Drive
Lakewood, Colorado

Dr. Edward Beaty
President
Aims College
Greeley, Colorado

Dr. Burt Speece
Chadron State College
Chadron, Nebraska

Mr. Allen Fox
1231 North 38th St.
Lincoln, Nebraska

Dr. Charles Winn
Specialist in Distributive Education
136 East South Temple
Salt Lake City, Utah

Dr. K. M. Loudermilk
Director
State Occupational Research
University of Idaho
Moscow, Idaho

Mr. Rosco "Rocky" Haight
10753 N. Lincoln St.
Denver, Colorado

Mr. Earl Weidman
1300 N. Plum
Hutchinson, Kansas

Mrs. Barbara Crebo
Department of Public Instruction
Helena, Montana

TEACHER WORKSHOP

DATE: Monday, August 19, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M. 9:00-9:30		Registration	RMEL		Establish informal atmosphere.
9:30-9:45	General Session	Opening Remarks. Introduction of Staff.	Dr. D. Bush		This should be brief. Hold RMEL information until Wednesday A.M.
9:45-10:45	General Session	Administration of pre-tests.	RMEL -- Dr. Neidt		
10:45-11:45	General Session	Presentation of Occupational Education Position Paper	Dr. D. Bush	Position Paper	Coffee available throughout the day.
11:45-12:00	General Session	Break up teachers into small groups. Charge groups with discussing position paper, particularly Values and the World of Work.	RMEL		Use number-letter system. Break into groups of 6--across state lines. Designate a spokesman.
P.M. 12:00-1:30		Lunch			
1:30-2:30	General Session	Complete position paper	Dr. D. Bush	RMEL paper	
2:30-5:00	Small group	RMEL Game	Dr. C. Winn Rosco Haight	RMEL Game	Four groups of 15 each.

(Continued)

TEACHER WORKSHOP

DATE: Monday, August 19, 1968 (continued)

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
P.M. (con't)	Plenary	Discuss RMEL Game. Sharing of discussion.	Group Spokesman.	RMEL Game	
	Summary	Prepare statements	Dr. C. Winn		
					Staff meeting in the evening. Include 2 or 3 teachers.

TEACHER WORKSHOP

DATE: Tuesday, August 20, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M. 9:00-9:15	General Session	Announcements Payroll procedures	RMEL Dr. Anton		
9:15-10:15	Group Sessions by States	Clarification of attitudes and values	Consultants and group spokesmen		
10:15-11:15	General Session	Presentation of Educational Models and exemplary units. Make assignment clear.	Consultant(s) SSEC - James Davis	SSEC, RMEL, and Resource Consultants	Charge teachers with findin entry points, preparing a logical plan, preparing objectives, strategies, and evaluation instruments. Task is to prepare 5 units (suggested)
11:15-12:00	Small groups--school district	Work on curriculum materials	Consultants	SSEC provided, RMEL provided. Teacher's own curriculum materials	Coffee available throughout the day.
P.M. 12:00-1:30		Lunch			
1:30-3:30	Small groups--by school district	Work on curriculum materials	Consultants	(same as above)	
3:00-8:00		Mountain Picnic Vedaniwoo Picnic Grounds			
					Staff meeting in evening

TEACHER WORKSHOP

DATE: Wednesday, August 21, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M. 9:00-9:45	General Session	Presentation	Dr. R. Darcy, CSU	Manpower and Economic Education, co-author P. E. Powell Joint Council on Economic Education	
9:45-12:00	Small groups--by school district	Work on curriculum	Consultants	SSEC provided, RMEL provided. Teachers own curriculum materials	Coffee available throughout the day.
P.M. 12:00-1:30		Lunch			
1:30-2:15	General Session	Presentation on Language Arts	Dr. D. Carline, CSU	Exemplary curriculum paper on Language Arts	
2:15-3:00	General Session	Critique	Dr. M. Pasco		
3:00-5:00	Small groups--by school district	Work on curriculum materials	Consultants	SSEC provided. RMEL provided. Teachers own curriculum materials	
					Staff meeting in evening.

TEACHER WORKSHOP

DATE: Thursday, August 22, 1968

TIME	GROUPING	TASKS	LEADERSHIP	RESOURCES	REMARKS
A.M. 9:00-9:45	General Session	RMEL Organization and Programs - ILD and Occupational Education	Dr. J. Thrasher Director of RMEL		
9:45-12:00	Small groups--by school district	Work on curriculum materials. Reproduce exemplary units.	Consultants -- Dr. Neidt, CSU James Davis SSEC	SSEC, RMEL Teachers own curriculum materials	Coffee available throughout the day.
P.M. 12:00-1:30		Lunch			
1:30-2:00	Plenary groups	Evaluation Procedures	Consultants		Should be nearing completion on materials.
2:00-3:30	Small groups--by school district	Work on curriculum materials	Consultants	(same as above)	
3:30-5:00	General Session	Methods, techniques, schedules, lessons, etc.	Dr. B. Speece Betty Benjamin		
					Staff meeting in evening.

TEACHER WORKSHOP

DATE: Friday, August 23, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M. 9:00-9:15	General Session	Announcements	Dr. D. Bush RMEL		Choose spokesmen for the day.
9:15-11:00	Small groups--by school district	Final work on curriculum materials and evaluation.	Consultants	(same as above)	Coffee available throughout the day.
11:00-12:00	Plenary Session	Final sharing time. Report on specific plans for use of units.	Spokesmen		
P.M. 12:00-1:30	Luncheon Session	Speaker + Film	Larry Horyna	Mott Foundation film "To Touch A Child"	
1:30-2:30	General Session	Administration of post tests	RMEL		
2:30-3:00	General Session	Concluding Remarks--give out checks	Dr. D. Bush		

(EXHIBIT L)

Resource Consultant Workshop and Planning

REPORT ON RESOURCE CONSULTANT AND TEACHER CONSULTANT WORKSHOPS IN OCCUPATIONAL EDUCATION

Planning

Background:

The laboratory has two major program areas, Occupational Education and Individual Learning Disabilities. The three principal aspects of the Occupational Education program are the "Image of the World of Work", Health Occupations Cluster System, and Entry Job Placement - Continuing Education - Upward Mobility. The particular program under consideration here is the first substantial effort to implement the World of Work activity, which is described by the laboratory as follows:

"The world of work activity is designed to enable students and teachers to be informed of the various occupational categories which are available, to familiarize them with the relationship between goal aspirations and educational programs, and to develop the kinds of attitudes and behaviors that are required for occupational success."

The particular stress of this initial program is on the attitudes of seventh-grade teachers and students toward work.

Initial Planning by the Laboratory Included:

1. Letters were mailed to the following key organizations and their personnel informing them of the program "Image of the World of Work", May 28, 1968. They were invited to attend an Occupational Education Conference to be held June 25, 1968.

2. On June 28, 1968, representatives of the Rocky Mountain Educational Laboratory, Incorporated (RMEL) requested the Social Science Education Consortium, Incorporated (SSEC) for assistance in planning an occupational education program for seventh-grade language arts and social studies teachers and students in the eight-state areas served by the laboratory.

3. Twenty-two educational specialists representing Vocational and Technical Divisions of the State Department of Education, Directors of Research and Coordinating Units of universities, state college Deans, and Directors of Occupational Education from the eight-state area served by the Rocky Mountain Educational Laboratory attended a two day meeting at the laboratory in Greeley, Colorado. The Resource Consultants pool were recommended by the participants of the Occupational Education Conference. The Resource consultants were selected by the RMEL staff and received invitations by letter to attend a Staff Workshop. This workshop was planned jointly by the SSEC staff and the RMEL Occupational Education Program staff.

4. Dr. Charles Neidt, Director of the Human Factors Laboratory at Colorado State University, is responsible for the evaluation instruments for the World of Work program. The instruments will be administered in various try-outs with junior high school student and teacher groups prior to their administration at the Teacher Workshop.

5. A planning session was held at the Social Science Education Consortium, Inc. in Boulder, Colorado on August 6, 1968. The purpose of this meeting was to prepare plans for a Staff Workshop to be held

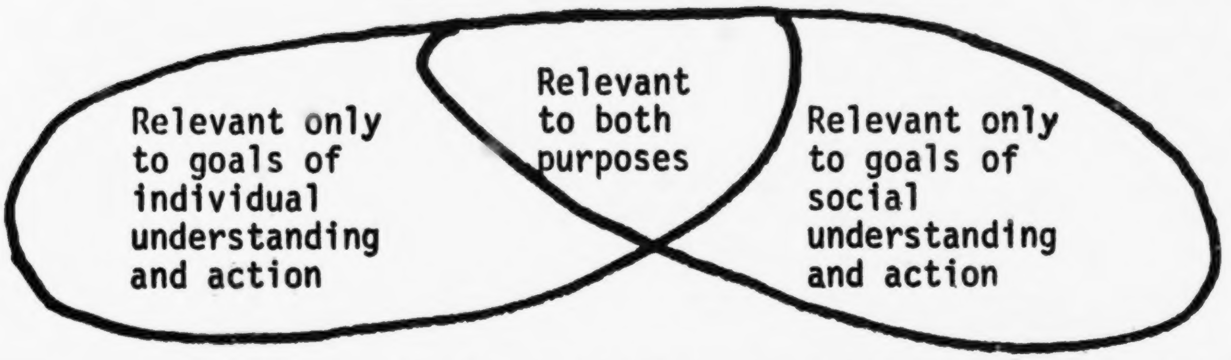
prior to a Teacher Workshop in Occupational Education. These workshops were to be conducted by the Rocky Mountain Educational Laboratory. The staff Workshop (Resource Consultants) was to be held in Greeley, Colorado at the RMEL facilities on August 14-16, 1969. The Teachers Workshop was to be held at the Hitching Post Motel in Cheyenne, Wyoming. Present at the planning session were Irving Morrissett, W. W. Stevens, Jr., James Davis, and Richard Van Scotter of the SSEC staff, and Donald Bush and Robert Russell of the RMEL office.

6. Staff Workshop plans are presented first. The plans and implementation for the Teacher Workshop follow. Attachments of educational models are found in this paper. Exemplary teaching units were prepared by the SSEC staff, and were made available to RMEL for the Staff Workshop.

Suggestions by Social Science Education Consortium, Inc.:

In this section we describe some theoretical, philosophical, and practical considerations which underlie the plans suggested.

There is a common educational dilemma related to the questions of whether "how-to-do" courses (home economics, consumer economics, business education, and specific occupational education in general) are relevant to social sciences (economics, sociology, psychology, etc.) and whether the social sciences are used to occupational education. It is our view that there is a substantial overlap of knowledge relevant to both of these ends, as well as large areas of knowledge relevant only to occupational education and to general knowledge of the social system. This relationship can be represented as follows:



Knowledge of the Social System

Relevant only to goals of individual understanding and action
Relevant to both purposes
Relevant only to goals of social understanding and action

Relation of the Suggested Program to the General Position of the Laboratory on Occupational Education.

A draft position paper of June 1968 prepared by Donald O. Bush assisted by Robert Russell, Dean P. Talagan, and Robert M. Tewksbury sets forth many ideas of the Laboratory staff on occupational education. The following major ideas from this paper are specifically incorporated or used in this proposal:

1. The need to give to students an understanding of the "World of Work".
2. The need to give a live and understandable picture of the job market and of information about employment and unemployment.
3. Career planning, and the relationship of work to the whole of life.
4. The total requisites of employability.
5. Attitudes as requisites of employability.

Major ideas of the Bush paper that are not specifically included in this proposal are:

1. The outputs of work and education: products and learning.
2. The alternation of jobs and formal education in career planning.
3. The time profile of learning and discretionary actions on the job. Job clusters.
4. Taxonomy of work.

Attitudes as Requisites of Employability:

Attitudes desirable for employability listed on page 19 of the Bush paper are used in this paper. These have been re-grouped according to those that relate to organizational relationships and those that are primarily individualistic, as follows:

Organizational

(1) Responsibility and dependability
(2) Loyalty to employer
(3) Value of cooperation

Individualistic

(4) Desire to work
(5) Life aspiration
(6) Appreciation for quality
(7) Personal satisfaction
(8) Dignity of work well done
(9) Pride in accomplishment

Approaches to Affective Learning:

Current innovations in cognitive learning point to the relative ineffectiveness of teaching by lecturing. The affective equivalent of lecturing is preaching, and there are indications that preaching is even less effective than lecturing.

We believe that affective learning must be approached for the most part by indirect means, including in particular an affective equivalent for cognitive inquiry. Some of the affective learning may be based on conclusions drawn from cognitive learning (e.g., "If people like Joe and Dan can get a job, then I can get a job"), some from participative activities (e.g., The NASA simulation cited below, which teaches the value of cooperation in solving problems).

Approach to Program Planning in the Proposal:

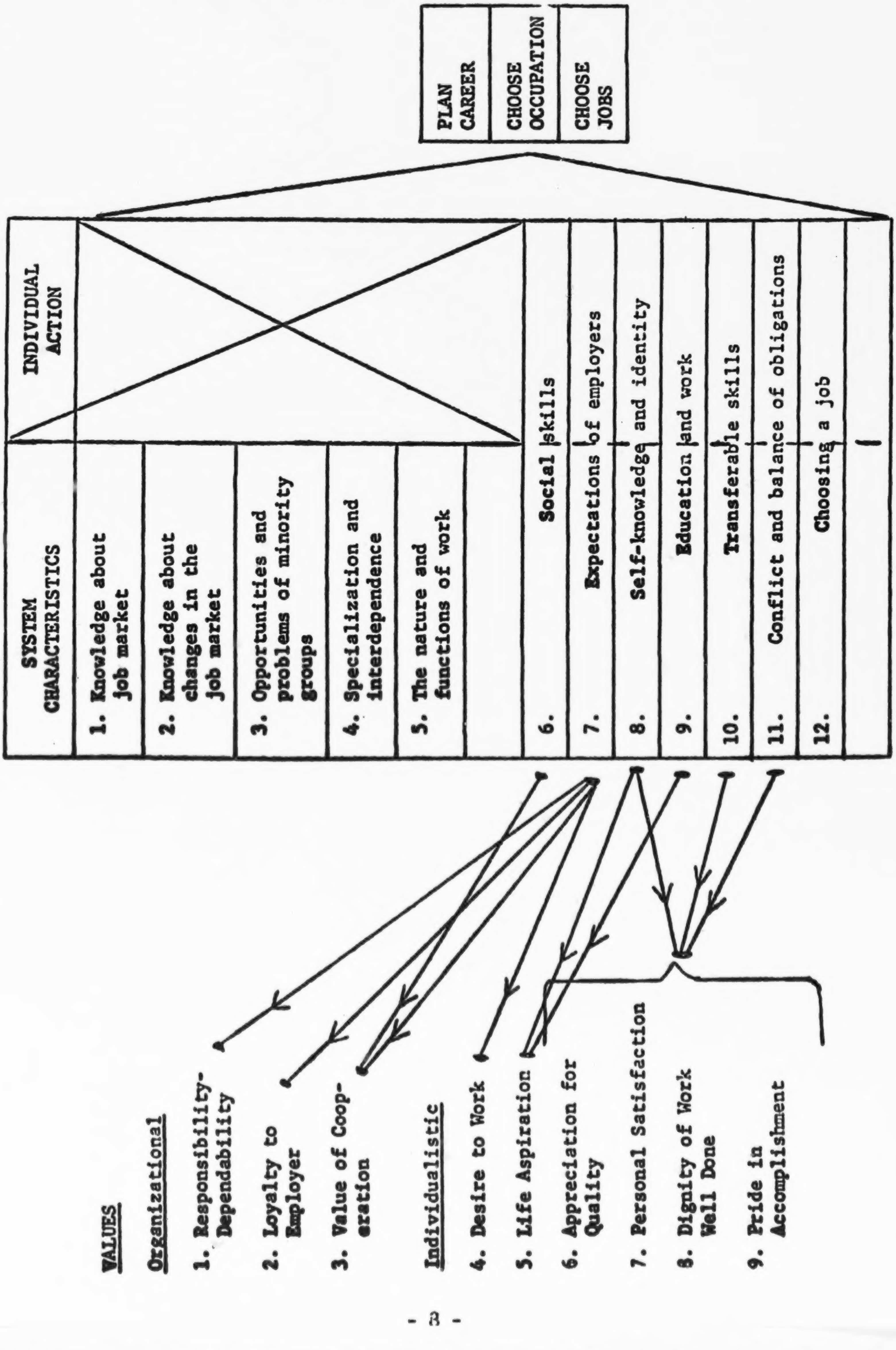
We have suggested fairly specific plans for conducting the two workshops. The specificity is for the purpose of moving the planning forward and does not indicate a belief that this is the only way to plan these events. We expect and welcome modifications from the Laboratory staff, and also hope for useful inputs on the part of consultants and teachers which will modify and improve the program planning.

Organization of Ideas and Materials:

We have identified twelve subject areas that we feel are relevant to the proposed objective of designing an occupational education program. These subject areas have been divided into 5 areas that are related mainly to knowing about the nature or characteristics of the world of work, and 7 that are related to the world of work and also have individualistic aspect. The latter present areas of self-knowledge and individual decision-making. With respect to the 7 individualistic areas, we have indicated some of the most direct relationships with the desired attitudinal goals. Many other relationships could be identified.

See Schematic Outline of Subject Areas and Related Values on Page 8.

SCHEMATIC OUTLINE OF SUBJECT AREAS AND RELATED VALUES


PLAN CAREER
CHOOSE OCCUPATION
CHOOSE JOBS
INDIVIDUAL ACTION
SYSTEM CHARACTERISTICS
1. Knowledge about job market
2. Knowledge about changes in the job market
3. Opportunities and problems of minority groups
4. Specialization and interdependence
5. The nature and functions of work
6. Social skills
7. Expectations of employers
8. Self-knowledge and identity
9. Education and work
10. Transferable skills
11. Conflict and balance of obligations
12. Choosing a job
VALUES
Organizational
1. Responsibility-Dependability
2. Loyalty to Employer
3. Value of Cooperation
Individualistic
4. Desire to Work
5. Life Aspiration
6. Appreciation for Quality
7. Personal Satisfaction
8. Dignity of Work Well Done
9. Pride in Accomplishment

Examples of Materials:

We have found the following curriculum guide to be an excellent source of illustrative materials for many of the subject categories in the preceding schematic outline:

> Robert L. Darcy and Phillip E. Powell, Manpower and Economic Education: Opportunities in American Economic Life, New York, Joint Council on Economic Education. (April 1968. Revised Experimental Edition.)

There is an accompanying teacher manual, by the same authors and publisher.

Specific lessons in the Darcy-Powell guide are cited below as examples of material that could be used in each of the subject areas.

1. Knowledge about the job market. 8, 9, 27, 30, 34, 35, 37, 40, 41, 43, 45, 61, 62, 68.
2. Knowledge about technological and other changes in the job market, and how they affect the individual. 21, 22, 23, 25, 31, 63, 75.
3. Opportunities and problems of minority groups.
4. Specialization and interdependence. 7.
5. The nature and functions of work. 26.
6. Social skills which help in work. 60.
7. The expectations of employers. 67.
8. Self-knowledge and identity. 47, 48, 69, 70, 74.
9. Education and work. 1, 28, 44, 56, 64, 65.
10. Transferable skills. 23, 54, 55.

11. The conflict and balance of obligations. 33, 36.
12. Choosing a job. 51, 52, 53.

There are also some lessons in the Darcy-Powell guide illustrative of materials that relate directly to achievement of affective goals, as follows:

4. Desire to work. 10.
5. Life aspiration. 33, 35, 46, 49.
6. Appreciation for quality.
7. Personal satisfaction.
8. Dignity of work well done. 1, 9, 35, 38, 39, 42.
9. Price in accomplishment.

We did not find illustrations of the first three value goals in the Darcy-Powell guide, but some might be found elsewhere. There is a NASA game simulating the plight of astronauts stranded on the moon which gives an excellent direct illustration of the advantages of cooperation in solving a problem. We suggest that this game be used as a demonstration in one or both of the workshops, and that other games or simulations related to affective goals be sought, both for use in the workshops and in the curriculum.

Modifications and Other Inputs:

We suggest that the foregoing schematic outline be revised as desired by the Laboratory staff, and that the revised outline be used as a framework for organizing ideas and materials for the two workshops and for the curriculum.

Additional suggestions for ideas and materials to be put into the revised framework should be sought from:

1. Laboratory staff members.
2. Materials now being used in the curriculum of participating schools.
3. Participants in the consultants workshop.
4. Participants in the teachers workshop.

In addition, SSEC staff members could spend some time searching for additional ideas and materials.

We suggest that immediate steps be taken to obtain these inputs, by

1. Distributing this outline, or a revised plan, to consultants at once, asking them to bring to the consultants workshop their own ideas and whatever materials they are familiar with that could be used at the workshop. If time permits, the consultants could be asked to send ideas and materials before the conference, and some staff work could be done on summarizing the materials and integrating them into the workshop framework.
2. Distributing the outline to teacher-participants, and
3. Requesting that they send copies of all the social studies curriculum materials they are currently using; a general description of their course work and how the materials are related to it; and other ideas and materials that might aid in developing the overall curriculum plan.

Procedures

A. A five day meeting of approximately seventy seventh-grade teachers and principals from eleven junior high schools in the eight-state area, to prepare to teach new ideas and materials about occupational education during the 1968-69 school year. These participants have been selected from the language arts and social studies classrooms by the administrators of the school systems that agreed to cooperate in the experimental program. The date of the workshop was August 19-23, 1968.

B. A series of two day meetings, Resource Teacher Follow-Up Seminars will be held during the school year for the purpose of checking on the progress of the program. Revision and modification of the curriculum approaches will be discussed and implemented continuously during the school year.

C. Resource Consultants will work with the participating schools and teachers in implementation of the program through the school year. They will also help make the materials and ideas of the conference available to other schools.

D. Resource Consultants Workshop

1. Completed invitation list and invited participants.
2. Requested from participants ideas and materials to be used in workshop--to bring to workshop or, if possible, send beforehand.
3. Summarizing, digesting, and fitting into workshop structure the materials sent by participants.

4. Further searching for ideas and materials to supplement those already in the framework, looking particularly in materials on occupational education, economic education, sociology, and psychology.
5. Sent requests to participants in teachers workshop to send information and materials on their current social studies courses and practices.

E. Staff Workshop for Resource Consultants

1. Time and dates.

   The workshop was held for three days, August 14-16, 1968.
2. Daily schedule.

   9:00 - 12:00 Noon and 1:30 - 5:00 P.M.
3. Workshop goals
   - a. Reading materials on the project, and discussing and understanding them.
   - b. Presentation, study, discussion, modification, and supplementation of suggested materials.
   - c. Planning methods of integrating suggested materials into own curriculum.
4. Workshop tasks
   - a. Learning to administer pre- and post tests.
   - b. Participating in planning of the two-day workshops during the school year.
5. Procedures
   - a. Each consultant had an opportunity to read and

discuss RMEL position paper Occupational Education.

b. Each consultant had an opportunity to read and discuss the SSEC Proposal.

c. Each consultant was given the opportunity to read and analyze the materials used by the school system of the team he will work with.

d. Consultants were asked to bring materials (7th grade and/or __________) which deal with the "World of Work". These materials and ideas will be shared with all consultants.

e. Consultants were given materials organized by SSEC or RMEL staff and asked to consider these as possible alternatives when working with teams.

f. Based on the above inputs, the consultants were given the opportunity to modify or further develop the second conference which includes the 70 teachers.

6. Program

   a. First Day, August 14, 1968

      (1) The first day included introduction of consultants to one another and an introduction to the program by RMEL personnel.

      (2) Participants were given an opportunity to read position paper and program.

      (3) Small group discussion followed led by staff member. Objectives of overall program should

become clear.

(4) Participants were given teaching materials used by the school they will be working with and become familiar with these materials.

b. Second Day, August 15, 1968

(1) The second day included a sharing of ideas and materials which the consultants brought with them.

(2) Participants were given materials organized by SSEC and RMEL.

(3) Participants explored the relationship of these materials to values identified in RMEL position paper.

c. Third Day, August 16, 1968

(1) Developed consulting skills to be used with teams of teachers.

(2) Reviewed and modified the program for the teachers workshop.

F. Between Consultants and Teachers Workshop

1. Tied up loose ends of consultants workshop and tightened up program for teachers conference.

2. Further work analyzing and summarizing existing courses, and looked for ways of integrating the new curriculum materials with existing materials and practices.

3. Further searching of ideas and materials for input to teachers workshop.

G. After Teachers Workshop

1. To be planned immediately after workshop

H. The Teacher Workshop

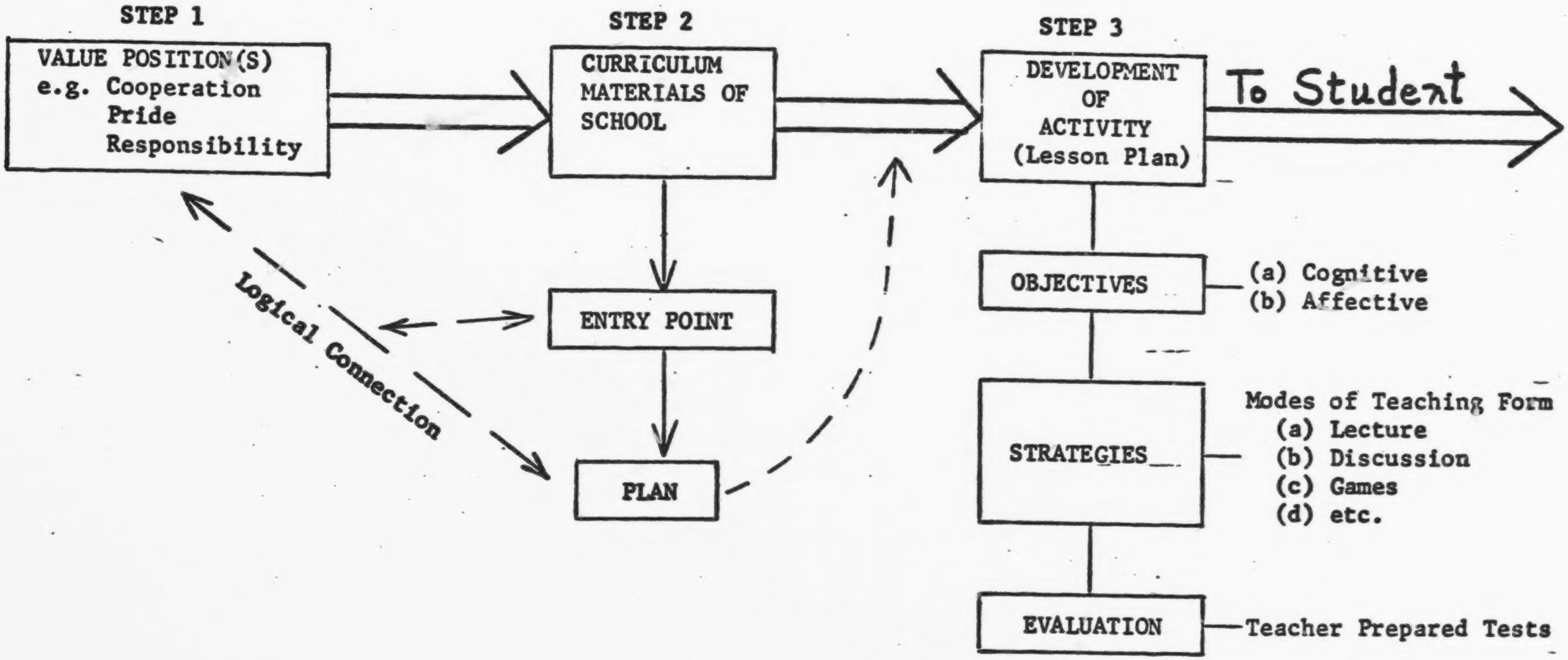
1. Objective: The objective of the Teacher Workshop is to enable junior high teachers in the language arts and social studies to focus on the values associated with the world of work. The teachers will be charged with the responsibility of preparing teaching units in which world of work values are exemplified.

2. Strategy: Through small and large group discussion the teachers will concern themselves with the values associated with the world of work and how to implement these values in teaching. Workshop consultants will be used by the teachers in this endeavor. Resource materials will be provided by the participating school districts, the RMEL and the SSEC.

EDUCATIONAL MODEL

LESSON PLAN DEVELOPMENT

(Teacher Function at Workshop)


STEP 1
VALUE POSITION(S)
e.g. Cooperation
Pride
Responsibility
STEP 2
CURRICULUM
MATERIALS OF
SCHOOL
ENTRY POINT
PLAN
Logical Connection
STEP 3
DEVELOPMENT
OF
ACTIVITY
(Lesson Plan)
To Student
OBJECTIVES
(a) Cognitive
(b) Affective
STRATEGIES
Modes of Teaching Form
(a) Lecture
(b) Discussion
(c) Games
(d) etc.
EVALUATION
Teacher Prepared Tests

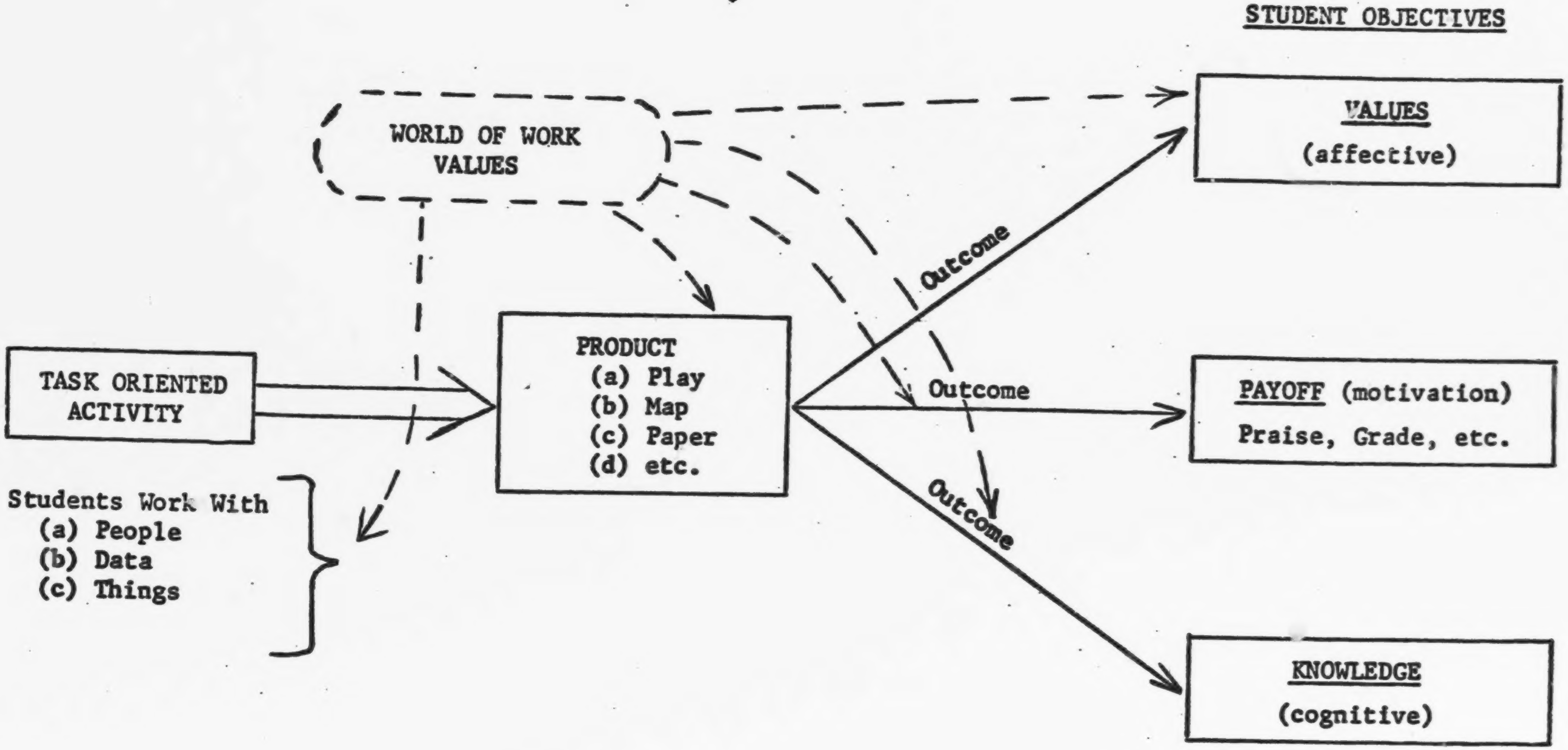
Prepared by J. E. Davis & W. W. Stevens, Jr., SSEC
August 9, 1968

Attachment #1

Attachment #2

EDUCATIONAL MODEL

STUDENT FUNCTION


STUDENT OBJECTIVES
WORLD OF WORK VALUES
TASK ORIENTED ACTIVITY
Students Work With
(a) People
(b) Data
(c) Things
PRODUCT
(a) Play
(b) Map
(c) Paper
(d) etc.
Outcome
Outcome
Outcome
VALUES
(affective)
PAYOFF (motivation)
Praise, Grade, etc.
KNOWLEDGE
(cognitive)

Prepared by J. E. Davis & W. W. Stevens, Jr., SSEC
August 9, 1968

Staff workshop was held at the Rocky Mountain Educational Laboratory, Greeley, Colorado on August 14-16, 1968. Participants included the following:

Special Consultants

Dr. Robert Darcy
Department of Sociology
Colorado State University
Fort Collins, Colorado

Dr. Donald Carline
School of Education
University of Colorado
Boulder, Colorado

Mr. Dick Van Scotter
Social Science Education Consortium, Inc.
Boulder, Colorado

Mr. Jim Davis
Social Science Education Consortium, Inc.
Boulder, Colorado

Resource Consultants

Mr. William Anderson
Office of Distributive Education
412 Arizona State Bldg.
Phoenix, Arizona

Mrs. Diana McCarthy
Research Assistant
Arizona Occupational Research
1333 W. Camelback
Phoenix, Arizona

Mr. Bill Reed
Es '70 Coordinator
1604 Arapahoe
Boulder, Colorado

Mr. James Burden
9166 Fleetwood Ave.
Longmont, Colorado

Mrs. Betty Benjamin
2548 Ward Drive
Lakewood, Colorado

Dr. Edward Beaty
President
Aims College
Greeley, Colorado

Dr. Burt Speece
Chadron State College
Chadron, Nebraska

Mr. Allen Fox
1231 North 38th St.
Lincoln, Nebraska

Dr. Charles Winn
Specialist in Distributive Education
136 East South Temple
Salt Lake City, Utah

Dr. K. M. Loudermilk
Director
State Occupational Research
University of Idaho
Moscow, Idaho

Mr. Rosco "Rocky" Haight
10753 N. Lincoln St.
Denver, Colorado

Mr. Earl Weidman
1300 N. Plum
Hutchinson, Kansas

Mrs. Barbara Crebo
Department of Public Instruction
Helena, Montana

Mr. Marvin Hoflund
Director of Trade and Industry
State Capitol Bldg.
Cheyenne, Wyoming

Mr. Charles Burke
State Department of Education
Cheyenne, Wyoming

STAFF WORKSHOP

DATE: Wednesday, August 14, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M.	General Session	(1) Introduction of Consultants to one another			
	General Session	(2) Introduction of program	RMEL personnel		
	General Session	(3) Presentation of position paper plus questions and discussion	D. Bush	Position paper	
P.M.	General Session	(4) Break consultants into groups--prepare statements on values	J. Davis -- SSEC	Position paper	3-4 groups - 1 spokesman
	Plenary Session	(5) Sharing time on statements	Group spokesman		
	General Session	(6) Critique on grouping	J. Davis -- SSEC		
	General Session	(7) Have consultants list capabilities	RMEL		This is a talent inventory. Have typed up and distribut
		NASA game (?)			Grouping and leadership as called for in game.

STAFF WORKSHOP

DATE: Thursday, August 15, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M.	General Session	Present workshop plan and discuss consultants role	RMEL	SSEC plan	
	General Session	Presentation of Educational Model, exemplary teaching units, consultants' assignment	SSEC -- RMEL Dick Van Scotter discussed the SSEC Model	SSEC model and exemplary units. SSEC and RMEL outside resources, school district curricula, consultant resources	Dr. Robert L. Darcy Professor of Economics Colorado State Univers Ft. Collins, Colorado
	Small groups (2 per group)	Preparation of exemplary unit(s) plus test items	RMEL -- SSEC	(same as above)	
P.M.	General Session	Hand out talent inventory	RMEL		Dr. Donald Carline Reading, Language Arts Specialist
	Plenary groups	Sharing time on teaching unit(s) and ideas	RMEL		Colorado State Universi Ft. Collins, Colorado
	General Session	Discussion of workshop plan	RMEL	SSEC plan	Consider modifications

STAFF WORKSHOP

DATE: Friday, August 16, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M.	General Session	Discussion of Workshop Plan -- incorporate modifications	RMEL	SSEC plan	Choose group spokesme
	General Session	Presentation of teaching units for duplication	RMEL	(same as above)	
P.M.	Small group	Consider anticipatory behavior problems	Group spokesmen		
	Plenary Session	Sharing time on anticipatory behavior problems	Group spokesmen		
	General Session	Tie up any loose ends	RMEL		